



OCT 29 1941

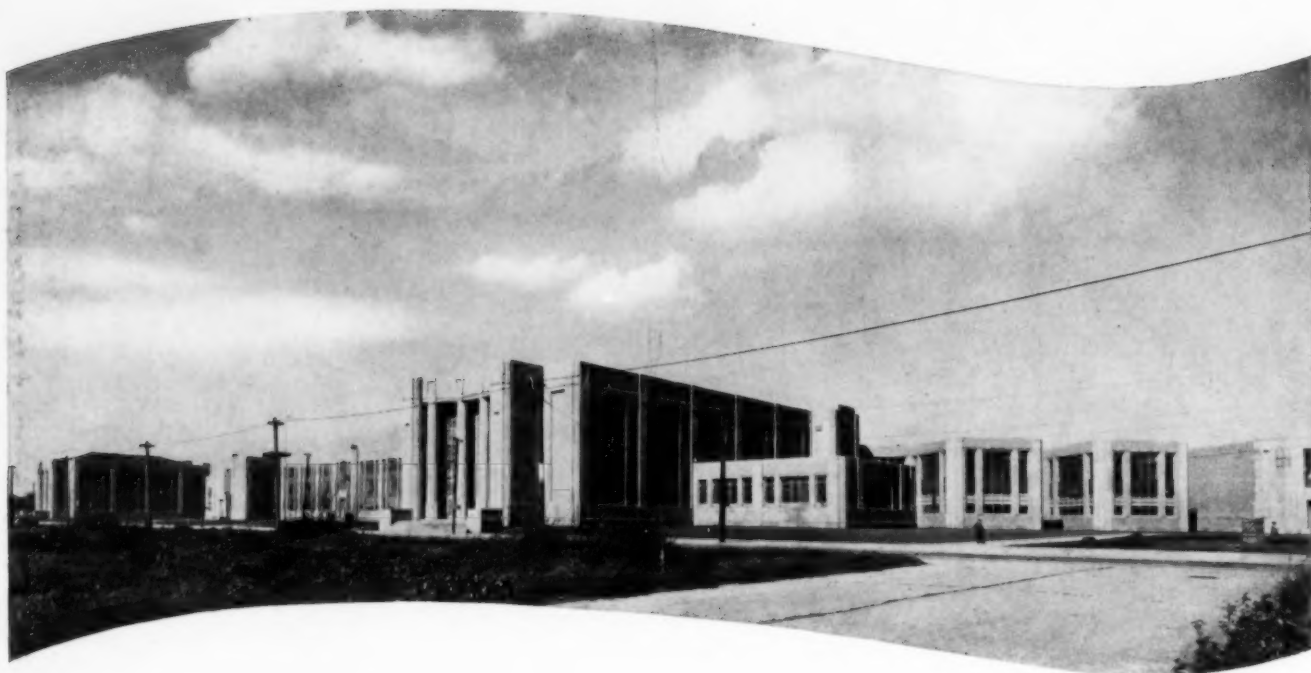
THE AMERICAN

# School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

VOLUME 103, NUMBER 5

NOVEMBER, 1941



In the  
*World's Largest*  
**VOCATIONAL SCHOOL,**  
**Classroom and**  
**Gymnasium Floors**  
**are MAPLE**

With 650,000 square feet of floor space — so large as to challenge the photographer's skill in taking a picture — Chicago Vocational School is the largest vocational school in the world, and one of the most modern.

Here, in scores of classrooms, are taught a great variety of vocational subjects, including such currently significant courses as training in naval aviation ground work, for more than a thousand of Uncle Sam's sailors.

And Chicago Vocational's classrooms and gymnasiums are floored with Northern Maple. For Hard Maple affords everything a school wants in floors — comfort, long life, sanitation, easy cleaning, and unmatched economy throughout the years.

The more modern the building, the more likely you'll find that floors are Hard Maple. Modern school needs have only served to emphasize the fitness of Maple. Ask your architect.

**MAPLE FLOORING MANUFACTURERS ASSOCIATION**  
**1780 McCormick Building, Chicago, Illinois**

*See our catalog data in Sweet's, Sec. 11/78. Write for photographic folder on Northern Hard Maple and leaflet on heavy-duty finishes for old or new floors.*

Floor *with* **MFMA** Maple  
REG. U. S. PAT. OFF.  
**(N O R T H E R N H A R D)**

VOL. 103  
No. 5

# THE AMERICAN School Board Journal

NOVEMBER,  
1941

Central Office:  
66 E. SO. WATER ST.  
CHICAGO, ILL.

Eastern Office:  
330 WEST 42ND ST.  
NEW YORK, N. Y.

A Periodical of School Administration  
Published on the first day of the month by  
THE BRUCE PUBLISHING COMPANY  
540 No. Milwaukee St.  
Milwaukee, Wisconsin

Pacific Office:  
1233 SOUTH HOPE ST.  
LOS ANGELES, CALIF.

## Table of Contents

Cover: Industrial Arts Laboratory, Chicago Public Schools — Photo courtesy Dr. Louis Newkirk	
Cartoon: Turning His Back on His Responsibility, <i>Morley</i> .....	15
Give the Public an Opportunity to Express Itself, <i>J. Henrich Hull and Frank E. Bishop</i> .....	16
Administrative Dilemmas, <i>Worth McClure</i> .....	17
The Selection of Pupils for Vocational Courses, <i>Walter H. Magill</i> ....	19
When the Railroads Attack School Taxes, <i>Herbert B. Mulford</i> .....	21
The Substitute Teacher — A Method of Selection and Rating, <i>Natt B. Burbank</i> .....	22
Liability for Negligence of Educational Officers and Employees, <i>Edgar Fuller</i> .....	23
The Growth of Public School Expenditures in the United States Prior to the Depression, <i>Arvid J. Burke</i> .....	25
The Assembly as Part of the Curriculum, <i>Maurice J. Thomas</i> .....	28
Continuous Standardization of Supplies and Equipment, <i>William M. Coman</i> .....	29
Adult Education to Aid Home Defense, <i>Earl M. Bowler</i> .....	31
Bossier Looks to Future in Building New High School, <i>Samuel G. Wiener</i> .....	33
The McPherson High School.....	36
It Was Said in Atlantic City.....	39
External Influences Affecting a Normal School Day, <i>By One Who Was Influenced</i> .....	45
The School Board Member Looks at Statistics — IV, <i>R. L. C. Butsch</i>	46
She Also Serves, <i>By the Bookman</i> .....	50
Intelligent School Discipline.....	52
Booming Bremerton's Single High School on Double Shift.....	52
This Business of School Feeding — VI, <i>George Mueller</i> .....	54
With the School-Business Chiefs in Atlantic City.....	66
EDITORIALS:	
The Busiest Schoolman.....	48
School Requirements and Priorities.....	48
The Change in the High School.....	48
How Public Is School-Board Business?.....	48
Membership in School-Board Associations.....	49
A School-Board Member Who Really Served.....	49
School Administration in Action.....	52
Teachers and Administration.....	56
School Administration News.....	57
School Law.....	60
School Finance and Taxation.....	62
Teachers' Salaries.....	63
School Board News.....	64
School Board Conventions.....	65
School Building News.....	72
Publications of Interest to School-Business Executives.....	78
After the Meeting.....	82
School Buyers' News.....	82

## PRIORITIES OF SCHOOLS AND EDUCATION

Dr. Herold C. Hunt, of Kansas City, in a recent address, said:

"I call upon Kansas City for a priority rating for its school children and its educational program. The future of our great city and the activities that are represented here this afternoon are inextricably interwoven with the destinies of our boys and girls. There must be no educational blackout here."

The school boards may well adopt the ringing call of Dr. Hunt in their educational policies for 1941-42. While national defense is of supreme importance, educational defense is only slightly behind it in importance. School boards are fully warranted in demanding for the local school services the funds they require. They are justified in asking full priorities for new school-building construction, for repairs and replacements, for teaching supplies and equipment. These public needs are more important in almost all communities than housing and other activities of a local governmental nature.

The Supply Priorities and Allocation Board has outlined its policy in the following language: "The board holds that defense comes first and while recognizing that the civilian economy must be stripped of non-essentials it must be kept in good running order, and in more than stand-by condition. To achieve this purpose the board will devise promptly appropriate controls to assure equitable distribution of materials under a constructive system of priorities, the basic purpose of which is to assure the widest use of all our resources for the task at hand.

"Direct defense requirements come first. Next in line in defense of our democratic institutions are the requirements most essential to our civilian economy. The public school is by far the most significant instrument for the common good. The efficient operation and maintenance of the public school is recognized in the national defense program as a most essential requirement in protection of our freedom, and the basic economy necessary to the maintenance of that freedom."

THE EDITOR

Copyright, 1941, by The Bruce Publishing Company. — All rights reserved. Title registered as Trade Mark in the United States Patent Office. Entered as Second-Class Mail Matter in the Post Office at Milwaukee under Act of Congress of March 3, 1879.

SUBSCRIPTIONS. — In the United States and Possessions, \$3.00 per year. In Canada, \$4.00. In Foreign Countries, \$4.00. Single copies, not more than three months old, 35 cents; more than three months old, 50 cents. Sample copies, 35 cents.

DISCONTINUANCE. — Notice of discontinuance of subscription must reach the Publication Office in Milwaukee, at least fifteen days before date of expiration. Notices of changes of address should invariably include the old as well as the new address.

Complaints of nonreceipt of subscribers' copies cannot be honored unless made within fifteen days after date of issue.

EDITORIAL MATERIAL. — Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited and will be paid for upon publication. Contributions should be mailed to Milwaukee direct, and should be accompanied by stamps for return, if unavailable. Open letters to the editor must in all cases contain the name and address of the writer, not necessarily for publication, but as evidence of good faith.

The contents of this issue are listed in the "Education Index."  
Member, Audit Bureau of Circulations and Associated Business Papers.





## The Human Side of Sight Protection

What part does *seeing* play in pupil progress?

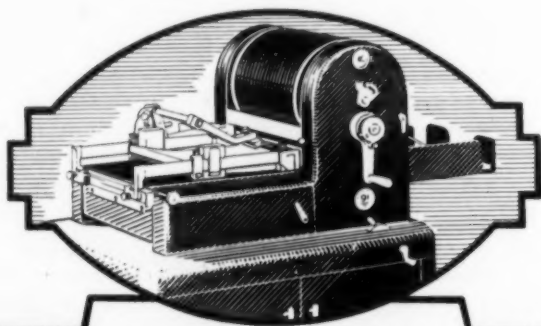
An extensive survey of school children shows that 85% of those retarded in studies or repeating grades had defective vision.

And in schools where adequate attention has been given to eyesight, failures have been reduced as much as 20%!

*One big step schools can take* toward easing the task of seeing is to standardize on the Mimeograph duplicator and Mimeograph

brand supplies in producing the duplicated classroom materials so essential to modern teaching methods. Tests with the Luckiesh-Moss Visibility Meter have shown that copies produced by Mimeograph duplication meet sight-protecting standards long set for school textbooks.

*You can help reduce effort, strain, and failure* by improving classroom reading materials with Mimeograph equipment. For details, call the Mimeograph distributor in your community, or write A. B. DICK COMPANY, Chicago.



### Mimeograph duplicator

MIMEOGRAPH is the trade-mark of A. B. Dick Company, Chicago, registered in the U. S. Patent Office.

**FREE!** Check up on the duplicated materials now being used in your schools. See if they come up to accepted visibility standards. Send the coupon for your free copy of *The Visibility Yardstick*.



A. B. DICK COMPANY, Dept. B-1141  
720 W. Jackson Blvd., Chicago, Ill.

Send me a free copy of the folder checked:

☐ *The Visibility Yardstick*

☐ *The All-Purpose Duplicator for Schools*

NAME.....

SCHOOL.....

CITY.....STATE.....



# THE AMERICAN School Board Journal

Volume 103, No. 5

NOVEMBER, 1941

Subscription, \$3.00 the Year



TURNING HIS BACK ON HIS RESPONSIBILITY

## Give the Public an Opportunity to Express Itself

J. Henrich Hull<sup>1</sup> and Frank E. Bishop<sup>2</sup>

"Know your schools" and "know your public" are the simple stereotypes that represent the two-way principle that should govern intelligent public relations. Some schools do one of the two well, but fail in the other. Intelligent educational leadership requires that the school not only be well interpreted, but that the leaders also know to whom they are interpreting. The good educational leadership which is being sought today requires an understanding of what the people really are thinking about *their* schools.

Imposing a predetermined educational philosophy upon any group because it is apparently a good one does not justify the practice. The public must be brought step by step to that point in educational progress which represents reasonable agreement in the two-way program.

### What Does the Public Want to Know?

The general social interpretations committee of the Corona public schools whose purpose is to interpret the schools to the community has three specific problems. What do the schools want to tell the public? What does the public want to know about its schools? How does the public like to get its information?

An attempt to get the answers to the last two questions and to evaluate its work prompted the committee to use a questionnaire. Five hundred questionnaires returned by parents were tabulated. The results indicate that parents in this community want more information about pupil progress and achievement, health of pupils, the activities of the classroom, discipline and behavior, and methods of instruction. Items in which parents show the least interest are the testing program, teachers and school officers, extracurricular activities, parent-teacher association, buildings and building program, board of education and administration, attendance, and business management and finances.

### Preferred Sources of Information

All items in which medium interest was displayed are related to the first group. They are course of study, home reports, school regulations, value of education, and philosophy of teachers and administrators. The obvious conclusion is that if it is about the child, his health, or what is done to, by, or for him in the classroom, parents are intensely interested. If it is outside the classroom or has to do with personnel, extracurricular activities, physical plant, or finances, parents definitely show less interest in getting more informa-

tion about it. The parent is interested predominantly in the child and his daily routine in the classroom.

Of the 10 methods used by the committee for disseminating information, the source of school news which parents liked best was again directly connected with the child—the school paper. The other sources of information in the order of frequency checked are the child, school visitation, the local paper, school programs, observance of public schools week, visits to the home by teachers, official publication, speakers from school to community groups, and window displays.

The school paper appeared as first choice in schools sampled that had school papers and in schools that do not publish school papers. The official publication of the school system called, *Listening In to Corona Schools*, might have been the paper referred to by those who do not have a school paper. It might be an indication that some of the parents had children in both elementary and junior high school and were referring to the junior high school paper when they checked the school paper in filling out the questionnaire. The fact that parents like to get their news first, from school publications, by direct contact with the child, or visiting school next, and then from the local newspaper, shows that news printed about

schools is read with interest and should be carefully edited. This information makes the sponsor of the school paper a significant person in the eyes of the social interpretations committee. The school paper must not present a biased picture of the schools, such as an overemphasized extracurricular view, for example, to the exclusion of classroom information as so many newspapers do.

### Public Interest Concerning School Expenditures

Parents show the least interest in information about budget and finances. This might be taken as evidence of public apathy toward financial details, or it might be interpreted as partially due to a factor revealed in a nationwide sampling by the American Institute of Public Opinion. Conclusions relating to willingness of the people to pay for the schools are, "The public generally is not raising objections to school expenditures," and "A majority of those who know the facts are willing to pay higher taxes to overcome inequality of educational opportunity in the different states."<sup>3</sup> The willingness of the public to vote more taxes in this community was shown when a large bond issue was carried by an overwhelming majority. These facts imply that there are certain small but powerful interests who fight any increased service or expenditure of the schools at every step in every state as well as instigate counter moves to cut expenditures already a part of the program.

(Concluded on page 74)

<sup>3</sup>What People Think About Youth and Education, N. E. A. Research Bulletin, Vol. XVIII, No. 5, Nov., 1940.



The Social Interpretations Committee of the Corona, California, Public Schools is a working group that meets regularly and that assumes responsibility for the public relations of the city school system. Clockwise, beginning with the gentleman facing the reader, the members are: Superintendent Frank E. Bishop; Mrs. Elizabeth Johnson; J. Henrich Hull; Earnest Root; Miss Geraldine Massey; Mrs. Margaret Mitchell; Miss Suzanne Gould; Miss Elizabeth Worley.

<sup>1</sup>Chairman, high school social interpretations committee, Corona Public Schools, Corona, Calif.

<sup>2</sup>Superintendent, Corona City Schools, Corona, Calif.



# Administrative Dilemmas

Worth McClure<sup>1</sup>

Is the position of superintendent of schools becoming untenable in America? Many superintendents are beginning to wonder. Here is how one well-known school administrator recently phrased the situation:

"In the face of all this welter of criticism from belligerent teacher groups and educational theorists, I am beginning to feel myself faced with an impasse.

"If I step out and take the lead as the board of education expects, then I am a Hitler — a dictator who is bent upon suppressing the worthy initiative of an earnest professional group.

"On the other hand, if I wait for suggestions to come from this same professional group, then nothing happens, and I know that the time will come speedily when the community will be saying that the schools are out of date. Curiously enough, many of the teachers who are most concerned about being oppressed by a dictatorial administration are the least concerned about the improvement of service to the boys and girls, are more than satisfied with the educational status quo.

"What is administration to do in the face of such a dilemma?"

To resolve this administrative dilemma is the purpose of this article. Certain propositions appear to be highly relevant:

1. No school system which neglects the growth of the school corps can successfully cultivate the growth of its students.

2. Provision for the growth of the school corps involves participation in such democratic processes as observation, initiation, consultation, persuasion, cooperative study, and purposing.

3. The superintendent, therefore, must plan for the participation of the members of the school corps in the study of common problems and the formation of policies under which all may operate.

4. Neither the superintendent nor any member of the school corps need hesitate to suggest problems and policies for consideration.

5. This procedure means reversing that sometimes followed, in which major recommendations are submitted to the board of education and board action is taken before consideration by the school corps.

6. The mere mechanics of democracy, such things as majority votes, for example, furnish no guarantee of either democracy or growth, and may inhibit the latter.

*No school system which neglects the growth of the members of the school can successfully cultivate the growth of its students.*

Growth is not something that can be taught, commanded, or compelled; it must be cultivated in an atmosphere conducive

to growing.<sup>2</sup> This is not to deny the usefulness of character education and guidance programs. It is rather to affirm the necessity of a school environment in which critical thinking, analysis, and cooperative planning are not only recommended as good theory but are actually practiced. Teachers cannot inspire these activities on the part of pupils unless from experience they know the meanings and techniques that are implied.<sup>3</sup>

## Administrative Role of the School Corps

*Provision for the growth of the school corps involves its participation in such democratic processes as observation, initiation, consultation, persuasion, cooperative study, and purposing.*

It is sometimes argued that the understanding of the members of the school corps is limited, either by lack of training or by lack of experience or by lack of both, in such problems as confront the superintendent. Lack of training as far as teachers are concerned is being gradually corrected by elevation of certification requirements and improved methods of teacher selection.<sup>4</sup> It still leaves much to be wished for as far as the inclusion of an administrative outlook in teacher education is concerned. Any administrator who invites teachers to cooperate in the consideration of administrative matters will doubtless discover that they lack experience in dealing with administrative problems, although they have always had some part in this work.<sup>5</sup> This limitation is largely the consequence, however, of past administrative practice.<sup>6</sup> In fact, both limitations may be traced to the traditional exclusion of teachers from administrative participation. If broader participation becomes accepted practice, professional curriculums will respond, and teachers will also gain the experience now lacking, but not to be had in any other way.

*The superintendent must therefore plan for the participation of members of the school corps in the study of common problems and the formation of policies under which all may operate.*

With plans and specifications carefully drawn and much of the thinking done in advance, it is relatively easy for teachers to become very comfortably adjusted and

it is very natural that any revision of plans handed down from the central office should lead to vexation and grumbling.<sup>7</sup> On the other hand, sharing in the formulation of plans, together with the investigation and experimentation necessarily involved, develops a feeling of coresponsibility,<sup>8</sup> removes some of the feelings of insecurity that flow from apprehension that decisions are likely to be reached and demands made by persons who have little or no actual knowledge of front-line trench conditions.<sup>9</sup>

With teachers traditionally expecting all initiative to come from the central office, it is not surprising that administrators who await, or even who invite, teacher initiative should be disappointed. Time is required to change attitudes. One of the jobs of administration is to encourage and stimulate just such initiative.<sup>10</sup>

What has been said with reference to the teaching staff applies with equal force to the operative and maintenance staffs, the clerks, the nurses, the lunchroom matrons, and the rest. None of these groups is without its partial view of school operations and the educational process; none without its contribution of special knowledges and informative criticisms of school policies; none without its special problems that afford a basis for individual and group initiative.

Where should such studies begin? A whole volume could be developed in the field of each group. Much useful literature is already available. Too often, indeed, such studies begin with a book, on the formalized level, when administratively inspired. They begin that way because it is the way the administrator has followed in teaching children. Teachers' meetings, for example, are almost universally distasteful to teachers; witness the plethora of literature on "how to vitalize teachers' meetings."

The proposition now under discussion would reverse this formal approach. Each group should be asked by the superintendent to talk informally about its work, with questioning, if needed, to draw out problems. Thus a starting point is provided. The study of problems close at hand means, of course, the capitalization of some that may be regarded as trivial. One principal, for example, recently reported rather shamefacedly that there had been very little professional study in his school for a year. They had been too busy with a problem of unsatisfactory student con-

<sup>1</sup>Division of Field Studies, Teachers College, Columbia University, *The Public Schools of Pittsburgh, Pennsylvania*, the report of a survey. Bureau of Publications, Teachers College, Columbia University, 1940, pp. 343-344.

<sup>2</sup>Asfahl, W. D., "Superintendent's Advisory Committee," *School Executive*, Nov., 1939, p. 34.

<sup>3</sup>Palm, Reuben R., "Teacher's Argument for Democracy in Administration," *AMERICAN SCHOOL BOARD JOURNAL*, Feb., 1940, pp. 21-22.

<sup>4</sup>National Education Association: American Educational Research Association and Department of Classroom Teachers, *The Implication of Research for the Classroom Teacher*, Joint Yearbook, N. E. A., 1939, pp. 96-97.

<sup>5</sup>Dewey, John, "Democracy and Educational Administration," *School and Society*, April 3, 1937, pp. 457-462.

<sup>6</sup>McFarland, Kenneth, "Some Mistaken Notions of Democracy in School Administration," *AMERICAN SCHOOL BOARD JOURNAL*, Oct., 1938, pp. 19-22.

<sup>7</sup>See footnote 3.

<sup>8</sup>Strayer, George D., Jr., "Why Not Turn to Your Staff?" *School Executive*, June, 1939, p. 9.

<sup>9</sup>McClure, Worth, "Supervision — the Little Man Who Wasn't There," *AMERICAN SCHOOL BOARD JOURNAL*, Dec., 1940.

<sup>10</sup>Superintendent of Schools, Seattle, Wash.



duct in assemblies, which had consumed practically the entire year. He admitted that a teacher committee had gone into underlying causes and had come forth with an entirely new approach to school assemblies which the faculty had accepted with modifications after thorough consideration. Nevertheless he felt ashamed because nothing had been done by way of studying a new professional book!

### Who's to Do the Talking?

*Neither the superintendent nor any member of the corps need hesitate to suggest problems for consideration.*

Democracy is a two-way street. So is education. Hence, there is no reason for the superintendent to relinquish his right of free speech, provided he safeguards that of the rest of the corps. The danger in the situation, and no doubt the inhibiting factor in the past, has been the tendency of the administrator to do all the suggesting. The teacher who talks so much that the pupils have no opportunity to speak offers an interesting parallel. It is easier, and sometimes more pleasant, to do all the talking, but not very fruitful, either for the learners or the teacher.

With proper deference for this factor, service as superintendent should not deprive any individual of the right to propose problems or policies. On the contrary, the superintendent's position affords a perspective not available to many members of the corps. Obversely, the classroom teacher or the custodian usually knows much better than the administrator how things are actually going. Each view supplements the other.<sup>11</sup>

*This procedure means reversing that sometimes followed, in which major recommendations are submitted to the board of education and action is taken before consideration by the school corps.*

Both in law and professional theory, the board of education, the duly selected representatives of the people, is the constituted policy-making agency. This concept has often led in practice to the postponement of consideration or other activity by the corps until board action has been taken. In other words, the routing of policies is from board to superintendent to principals to teachers. It is this routing rather than the mechanical details of the school system, as sometimes alleged, that has led to the exclusion of the corps from policy-forming activities.<sup>12</sup>

The system best known to the writer employs the line-and-staff organization, but in recent years the routing of policies in several areas—curriculum, finance, teacher rating, and the like—has reversed the traditional. The superintendent, as a policy, meets the entire corps twice per year in informal neighborhood groups; committees from teacher organizations informally twice per year; representatives from any group upon request by either

party. Curriculum study is conducted by teacher committees.

*The mere mechanics of democracy, such things as majority votes, for example, are no guarantee of either democracy or growth, and may inhibit the latter.*

Superficial thinking always seizes upon form rather than spirit. Thus the flag salute and the casting of ballots are mistaken by some for the essence of democracy. Vastly more important from the standpoint of growth are such democratic processes as conference, experimentation, and planning. Herr Hitler has little difficulty in securing ample majorities, which even outside of Germany frequently represent the tyranny of a single individual or a noisy minority.

Kin to the proposal to keep things democratic by counting noses are those which would have the teachers elect or recall the superintendent or give the teachers the exclusive right to determine school policies.

### Whose Is School Control?

Similar reasoning would give the pupils the right to elect their teachers and determine instructional content.<sup>13</sup> Under elective proposals like these, both teachers and superintendents presumably would develop a high degree of political dexterity.

There is a beguiling appeal about the notion that the teaching profession should control school policies. It is advanced on the grounds that thus the rights of teachers are recognized, no mention, incidentally, being made of the rights of the noncertificated staff. An alleged analogy is drawn with the practice of medicine, in the exercise of which each member of the profession is "free to utilize his capacities as he sees fit." The argument runs that the public seems content to trust the medical profession; why not the teaching profession? One wonders how long the medical profession would be free, however, if the public were not likewise free to select its own individual practitioner or to abjure them all if desired. If the same compulsory conditions that apply to the schools were applied to the practice of medicine, it ought to be obvious that there would be organization and regulation akin to that found in the now highly socialized field of teaching.

All these arguments, of course, ignore the principal issue. One of the greatest tragedies that could enter American life and certainly the educational scene would be to make the schools the exclusive property of any group, even as devoted a group as the teaching profession. The genius of the American school system is decentralized lay control by thousands of school boards in thousands of far-flung communities, so that whatever the American people value most in life, the schools eventually reflect. It is this character which gives the American public school its unique place in our national life.

Even from the purely selfish point of

view, the last thing the teaching profession ought to desire is exclusive control of the schools. The moment the American public decides that the schools are controlled by a special group, that moment the influence, the usefulness, and consequently the support of public education begin to decline.

*In summary it may be said that the superintendent's job is essentially one of teaching. It involves leadership in co-operative study and planning, and the ability to see problems and capitalize on human resources and professional skill in the interests of human growth.*

It may help in the resolution of the superintendent's dilemma if his role is viewed historically as it has evolved with the school from the one room to the village status and finally to the complex school system of today. Broadened in its scope, his function nevertheless remains the same. Still a teacher, his clients now include not only boys and girls but the school corps and the community.

Viewed thus it becomes apparent that the superintendent's dilemma is the same as that which confronts the teacher in the face of slogans like "the child-centered school." The function still survives; the responsibility remains clear.

The superintendent's concern is with the growth of all including himself. It involves acquaintanceship with individuals and the mutual discovery of opportunities for their development in "lines conducive to continuing growth."<sup>14</sup> It involves all the techniques that are known to the most skillful teacher.

The superintendent's way today is the hard way of teaching. Resign he may, but abdicate on the job is something he cannot in honor do.

*The question is not—leadership or no leadership.*

*The question is—how to make leadership effective.*

<sup>14</sup>See footnote 13.

### CHILDREN'S MINDS DEVELOP UNEVENLY

When a teacher divides her class into three groups, the quick, the not-so-quick, and the dull, she takes a grave risk. The quick are delighted. They inherit enough of human vanity to be pleased at their election. The not-so-quick are not so well pleased, they too being human and longing to be praised. But what shall be said of the dull, those assigned to the last row as unfit? It is to those unhappy, offended little ones that I would respectfully call the attention of the teachers of the lower elementary grades.

In the early years of life children grow unevenly. Some will be well able to read and do number work, and some will do fairly, and that last little group are not ready at all. They have not developed the powers that preside over reading and number work. In time they may; some surely will; some will do fairly well, some will not do at all. But are the least among them to be made to feel unfit? Not if the teacher knows her professional duty. Every last one will be helped to do his best, encouraged and provided with work that enables him to succeed in some way every day. No child who fails daily goes to school willingly, and any child who is an unwilling pupil will not learn, because he cannot.—*Angelo Patri.*

<sup>11</sup>See footnote 9.

<sup>12</sup>Cillie, Francois S., *Centralization or Decentralization, Contributions to Education*, Teachers College, Columbia University, 1940.

<sup>13</sup>Pittenger, Benjamin F., "School Administration and School Personnel," *AMERICAN SCHOOL BOARD JOURNAL*, July, 1938, pp. 17-18.



*Great care in the selection of students is necessary, particularly for machine shop practice. A typical machine shop in the Lane Technical High School, Chicago, Illinois.*

## The Selection of Pupils for Vocational Courses Walter H. Magill<sup>1</sup>

It is essential to the efficiency of specialized vocational training courses that they be restricted to pupils who have the capacity and the interest to profit from the instruction. The testing movement has made schoolmen conscious of variations in scholastic aptitude, but the schoolmen tend to overlook the fact that corresponding variations are found in the aptitudes for the different vocations. As a consequence, there is a widespread expectation among schoolmen that the vocational training courses shall receive all those who do not succeed in the academic courses.

If the public school could establish efficient courses of training for all types and levels of occupation, the expectation that all of the academic misfits should find appropriate places in the specialized training courses might be reasonable. This, however, is far from the case. For nearly all of the unskilled, and most of the semi-skilled occupations in which the intellectually dull will find employment, the school cannot justifiably establish training courses. Such occupations are nearly always too specialized, too variable among different establishments, too readily learned on the job, or they require equipment and facilities beyond the reach of the school.

To place in vocational courses pupils

who are incapable of profiting adequately from the instruction is a form of educational extravagance. Such courses are usually much more expensive to equip and to



*The boy who has a natural bent for mechanics makes the best vocational student. A shop in a Rochester, New York, high school.*

conduct than corresponding courses in general education. In addition, such practice wastes the time of pupil and instructor and reduces the opportunity represented by the course for those able to profit from it. Many otherwise excellent vocational courses are being rendered ineffective by an improper selection of pupils. Others have been transformed from ineffective to highly effective courses by the simple expedient of instituting suitable admission requirements. The low esteem in which some employers hold public school vocational training has proven in a number of cases to have been caused not so much by poor instruction as by a poor selection of pupils. Some employers have stated that they prefer graduates from the academic curriculum to graduates from the vocational curriculum because experience has shown them that the latter do not possess sufficient intelligence to make good employees. They say they can make up for the lack of training in the academic graduates, but not for the lack of intelligence in the vocational graduates.

### Independent Admission Requirements

The admission requirements for each vocational course should be independently established and each should be appropriate to the demands of employment. There is a wide variation in the requirements of

<sup>1</sup>Professor of Industrial Education, University of Pennsylvania.



the various vocations. For some occupations it is possible to select pupils who are too bright as well as to include those who are too dull. The qualifications of dull pupils should be fair-mindedly evaluated. Unusually keen interest or special aptitude in some may be an adequate compensation for limited intelligence.

The vocational training courses should be advertised and opened for enrollment well in advance of the beginning of the term. From the enrollees thus secured those most likely to profit from the work should be selected. The experience of schools who have used such a selective procedure demonstrates that it puts the opportunity for vocational education, appropriately, in the light of a privilege for which qualification must be demonstrated. This increases the respect with which the work is viewed by both pupils and parents.

In the selection of pupils from those who have enrolled, all pertinent factors should be included—intelligence, special aptitude, degree of interest, personality traits. The pupil's school records should be reviewed and the pupils interviewed personally by their prospective instructor. The scores made by the applicants on intelligence and mechanical aptitude tests, or other appropriate aptitude tests, should be included. Test scores have decidedly limited predictive value, but their objectivity makes them useful in supplementing evidence otherwise obtained. The most effective index of competency and interest is a tryout period in the instruction. The first term of vocational instruction should have this as one of its major functions.



*The machinist is working with precision instruments and his products require a fine adjustment of skills. Members of the publicity class of the Englewood High School, Chicago, Ill., are shown here taking pictures of an advanced student.*



*To make a happy, efficient workman is the first purpose of vocational courses. An apprentice student in the Milwaukee Vocational School.*

As soon as a pupil gives clear evidence that he lacks either the interest or the ability to profit adequately from the instruction, he should be transferred to other work and another applicant permitted to take his place. If the instruction is suitably individualized, such changes in the personnel of the pupil group can be made without difficulty.

#### **Begin After Age Sixteen**

For the great majority of pupils, specialized vocational training should not begin before the age of 16. During the adolescent period of development the bones grow more rapidly than the muscles. This produces awkwardness and clumsiness of movement and delays the acquisition of skills on an adult level until the muscles have had a chance to mature. In most pupils this muscular maturity does not occur before the age of 16. Furthermore, there is a growing tendency to restrict employment to those who are 18 or over. If a pupil finishes his schooling before this age, he is likely to be unemployable for a period after graduation. Therefore vocational training courses should not be offered before the senior high school years.

The procedures used in the selection of pupils should be subject to continuous review and to revision as experience is gained regarding their effectiveness.



# When the Railroads Attack School Taxes

Herbert B. Mulford, Esq.

The railroads are attacking school district taxes in Illinois. This is nothing new or strange, for there are more railroads entering Chicago than any other metropolitan center in the country. They are organized to watch for illegalities in all tax rates; they are wholly impersonal about this; they are not attacking education. But irrespective of the good motives of taxing boards or of the validity of the purposes for which they are levying taxes, the actions of the public authorities must stand up under this most expert and constant scrutiny, or their incomes will fall.

The seriousness in the present circumstances lies in that the Supreme Court of the state of Illinois some months ago threw out a large portion of the tax rates of one of the high school districts in a suburb of Chicago, at the instance of a railroad. The character of the decision has given hundreds of board members and superintendents much concern because this decision rests largely on the manner in which school-board minutes are kept. Very rough estimates have suggested that there may be a thousand school boards in the state which keep no better minutes than those of the board in question. Hence there is a scurry to check back on records to see whose skirts are clean and whose are not.

The specific case has to do primarily with the matter of going to a referendum election to raise the given district's maximum tax rates. In Illinois, the normal initial rates are \$1 per \$100 of assessed valuation for "educational" purposes, and 37½ cents per \$100 for "building" purposes. Upon a referendum these rates may be raised respectively to \$1.50 and 50 cents. Upon a second referendum the "educational" rate may be raised to \$1.80.

In the case in point, a few years ago the school board called an election to raise the district's "educational" rates. The public disapproved of the issue emphatically—about seven to one; not unlikely the voters were extremely "tax conscious." Then it dawned upon someone to inform the board that some 16 years earlier the district had gone to such an election for the same identical purpose and had voted favorably on the proposition. There was a hurried effort to ascertain facts. The minutes were extremely meager—a common fault with the public school authorities. There was no definite recital of a resolution in the minutes. There was no copy of the ballot for the original election. The incumbent board members, seeming to sense that they might not have a good case, endeavored to bolster their records ex post facto after a long lapse of time. They took testimony from the memories of those in official service years before; and they formally resolved to alter the old minutes. Meanwhile, they had prevailed upon the county clerk to accept

the results of the old election, and higher taxes were extended. The railroads, constantly keeping track of elections to raise rates, at once were suspicious when they found a tax increase in the face of a recent reversal at the polls. Suit was instituted successfully to attack the procedure.

## High Spots of the Case

To this writer the most significant finding of the court as affecting a multitude of other districts, was the refusal of the supreme reviewing body to accept inadequate minutes of action, which in itself may have been both adequate and all that the law required for technical legality. The high spots in actual facts were:

1. The neglect of school executives in 1921 to notify the county clerk that an election had been held successfully to increase the tax rate. The court on this point did not specifically rule that the school board had slept on its rights. The district had had sufficient funds without going into the higher brackets for revenue. If it had attempted to do so it would have been stopped by the county clerk's refusal to extend such higher rates in default of knowledge of an election or of its results.

2. There was no copy of the ballots in the minutes to prove that there had been adequate opportunity for the voters to vote on a proposition wholly separate from any other purpose for which the election may have been held, or that the voters could have voted "aye" or "nay" on the proposition. This absence of a ballot was considered vital by the court. In absence of proof of the kind of ballot actually used, the court ruled against the school board on this firmly established legal principle: "In case of doubt, tax laws are to be construed most strongly against the government and in favor of the taxpayer."

3. Records required to be kept cannot be corrected by memory. The language of the supreme court is significant to all school executives: "Where the statute requires a record to be kept of official acts, such as the essential steps in levying a tax, the record constitutes the only lawful evidence of action taken, and cannot be contradicted, added to, or supplemented by parol, nor can it be amended to state that certain action was taken, which, in fact, was not taken, nor can an amendment be made on parol testimony on the uncertain memory of clerks or officers."

4. The court said also, "One of the duties of the clerk is to keep in a punctual, orderly, and reliable manner, a record of the board which shall be signed by the president and the clerk."

5. Notwithstanding an effort to supply belated information through testimony of former officers, newspaper clippings, and hearsay data, the original ballots or copies thereof and a definitive resolution on the

election could not be produced as proof. "Obviously," said the court, "the amendments to the 1921 proceedings made more than 19 years afterwards, do not constitute the keeping of a punctual, orderly, and reliable record of the board's action in 1921."

## An Important Moral

The significance of this decision to school executives and board members, both in Illinois and the other states, lies in the criticism of the universally bad practices in the public schools and in the dread of many school officials that their sins will find them out. There is a definite moral to this recital which should be taken home by every professional or lay civic worker in the field of education.

One of the gravest blunders that anyone in school affairs can make is to assume that because the law seems illogical or oppressive to expanding education, it is not hazardous in the extreme for school people to take in their own hands the nullification of provisions of the law by hazy construction or interpretation or by willfully operating important school affairs independent of legal obligations. Loose statements regarding what may be effective in one state often influence administrators and boards to do likewise in another state where such acts would be illegal.

There are constant shifts in board and administrative personnel of all districts. Also, boards being transient, their members primarily rely upon aid administrators to do the mass of detail work in a proper fashion. It is a fair assumption upon the part of a new board member that the conduct and records of the board before he became a member have been in accord with good and legal principles. Similarly, a new administrator, especially if he has come from another state, assumes that what has been in practice is good practice. There is much error in these assumptions, particularly where the paid employees take things for granted, do not keep up on the law, or deliberately neglect or flout it. In default of precise and accurate practices, the schools are open to attack at any time.

For the sake of emphasis, although customs in states differ, several types of bad official practice in Illinois may be illuminating. It will be observed in the foregoing court quotation that both the president and the clerk or secretary shall sign minutes to authenticate the record of board action. As a matter of fact, it is flagrantly the practice for only the secretary to sign. In the majority of cases the secretary is also the superintendent, who should have been trained differently in board guidance.

In Illinois there are independent town-

ship school treasurers who serve all the school districts in the township. The law specifically provides that the boards of education shall submit twice a year their minutes to the treasurer for his approval, or at any other time that he may request them. Notoriously the boards do not do this. It is beside the point that this provision was not made an issue in the court case. The superintendents and boards are openly expressive of being bored by any such red tape. Yet it is law, and presumably there is reason for the law.

The division between building and educational purposes for taxes in Illinois has long been a sore point of conflict. There are many court decisions on the subject, but often, almost with impunity, boards contrive with treasurers to permit funds from these separated taxes to be used interchangeably. Legislative efforts at merging the rates which have been unsuccessful point the way clearly for tax objectors to loopholes for attacking tax levies. Yet, notwithstanding these dangers, many officials are open to severe criticism for deliberately breaking the law in this general respect on the broad grounds that it will help to keep the schools going.

#### Educating Administrators and Board Members

There has always been a question in the minds of many school people over the propriety of superintendents themselves, or through their direct appointees, handling the cash that comes in through laboratory fees, bookstore, cafeteria, or dues of the pupil activities. One can find many different types of methods, many of which are extremely careless and often tempt successful burglaries. Usually bad practice is from carelessness and the desire to cut red tape. If all funds were in the hands of treasurers, at least the boards and superintendents could not be criticized.

To this writer all these matters point directly to the education of the paid administrator or business manager and the in-training of school-board members. After 19 years of closely following school-board procedures, there comes to hand for the first time in this experience a set of bylaws for a school board. Yet one of the notorious cases of superintendent ousters in Illinois finally hinged on the absence of any such board rules.

In the court case detailed here, one grave shortcoming was the absence of knowledge of what the board had done over a period of some 16 years, and then, because of lack of that knowledge, going to a second referendum. Had that board used some sort of handbook in which were skeletonized the policies, practices, principal legal acts of the board and similar matter for the perusal of new and old members and new administrators, at least the gap in time, the gap in certifying the first election to the county clerk, would have been punctually disclosed for earlier action. Recently an eminent administrator left his post for another position.

He had never insisted on any such handbook for himself or his own board. His successor, upon taking his post, had to read 10 years of scanty minutes in order even to know the policies of the schools which he was about to serve.

#### Time Out for Detail

Professional educators have a first obligation to understand the techniques of teaching and curriculum. To many of them not only is precise business practice a stranger, but an irksome chore and downright bore. Many have complained that if the minutiae of business practice have to be so precise and painstaking there will be no time left for education. Then tax disabilities of the entire district loom up from the prime cause of ignorance of facts, it would seem to be at the door of the institutions which train school officials to emphasize the importance of such matters of detail, even in such little things as keeping full and accurate minutes.

Some months ago the writer attended a meeting of a score of township school treasurers. Their plea was for better records and more businesslike proceedings on the part both of boards and of superintendents. The county superintendent sent to all school officials in that county a letter suggesting greater circumspection.

Yet this county official, in the presence of the writer, a few days later was accosted by a superintendent who complained of red tape and objected to being forced to better business ways within the law. "I am not trying to force any board or administrator to do anything," said the county official. "I am simply pointing out on general terms where many boards and superintendents are committing infractions of the law, and may get into trouble because of such practices."

One wonders whether it would not be a good thing for some of these higher officials, to do a little "forcing" on behalf of the children at such times as these, when railroads or any other tax objectors are attacking school taxes.

The sequel to this story has several phases. Railroads, or any other property-vested interests, may incur the displeasure of the community when they attack the support of its schools. In such event, the people who own the schools always have the power to go once more to the polls and settle matters which supreme courts may have confused on technicalities. This is what the community in the case under discussion did. And the voters, realizing the full significance of the court action in their school support, overwhelmingly voted for self-imposed higher tax rates.

## The Substitute Teacher— a Method of Selection and Rating

Natt B. Burbank<sup>1</sup>

JESSIE ROE was granted a diploma from a three-year normal school course in 1928. The next six years she spent in teaching; two years in a rural school, the remainder in a first-grade room in a city of 15,000. She then married, but continued in the same system as a substitute, working about 70 days during each year. Every three years she attended summer session. She desires to be listed as a substitute in a city of 27,000, where she now lives.

—Assigned to the *Preferred List*

\* \* \*

JANE DOE graduated from a one-year training course in 1914. She taught in a one-room school, with 10 pupils, for one year immediately following her training. At the end of this year she married, and in due time brought up a family of three children, the youngest of whom is now self-supporting. She has not taught since 1915. She now wishes to be accredited as a substitute teacher in a city of 27,000 population.

—Assigned to the *General List*

\* \* \*

One of the most vexatious of the personnel problems facing the supervisory staff in a small city, such as Concord, N. H., is that of determining the standards by which teachers shall be chosen for emergency substitution for members of the regular staff.

<sup>1</sup>Superintendent of Schools, Concord, N. H.

Any school system having multiteacher buildings is constantly faced with the need for well-qualified teachers to carry on without notice for those who are ill or otherwise necessarily absent. This is especially true in the winter months in north latitudes where colds and influenza often decimate the staff.

#### The Problem

There has grown up among laymen, and occasionally in the school itself, a belief that it is of no great import who fills in for teachers who are ill, so long as the substitute can "keep the roof on," so to speak. One often hears remarks to the effect that "the children won't learn anything while the regular teacher is out, so all the substitute needs to do is to maintain a reasonable degree of order."

The natural corollary of this attitude is that anyone who has ever had any connection with the teaching profession, however remote, is qualified to fill this type of position. The teacher who many years ago ceased teaching, possibly after the briefest of experience, married, and raised a family, frequently seeks some means of earning pin money to help out the family exchequer. Whether or not her original



experience was successful, and whether or not she has kept up with professional developments, rarely seem to the candidate to have any particular bearing upon the disposition of her application.

Every superintendent knows, too, that petty politics encroaches upon this field as much as, if not more than, upon that of the selection of the regular staff. The application is often accompanied by a suggestion from a politically or socially prominent citizen that "Mrs. Blank really needs the money, and after all, she has been paying taxes here a good many years," as if these factors, and these alone, were adequate criteria by which to measure the candidate.

Then, too, it must be admitted that some administrators have been prone to allow themselves to slip into the easy solution of the problem, to think that it is a much less important question than many others which confront them day after day.

### Intelligent Selection Necessary

While this is probably true, it still remains a fact that the careful selection of substitutes can contribute greatly to the instructional progress of the boys and girls. If these assignments are given to persons who are conversant with modern method and familiar with the materials and routine of the local system, the work can proceed in the absence of the teacher without substantial interruption.

An attempt has been made by the administrative and supervisory staff of the Concord schools to devise a logical and workable solution of this problem. The starting point was the assumption that the principles which apply in the choice of regular teachers hold in the formulation of the substitute list. With this concept in mind a code of regulations was formulated to govern the latter.

Two rosters were created, the *Preferred List* and the *General List*, the former containing those candidates who possess the most desirable qualifications, the latter all others who are worthy of inclusion in the temporary staff.

### Separate Rosters

Candidates for full-time elementary positions, kindergarten through grade six, are required to present three years of professional training; for secondary appointments, four years. Barring emergencies, two years of successful experience elsewhere are also demanded. Accordingly, it has been provided that a person wishing to substitute must possess these qualifications if he is to be assigned to the Preferred List.

If he has not previously been employed by the Concord Union School District, he must also be well recommended by a supervisory officer of the district by which he was last employed. It is furthermore required that he be domiciled in the district. This is a frank concession to the not unreasonable demand that in such a case, *all other things being equal*, the local residents be given preference.

There are two alternative methods by which a candidate can earn a place upon the Preferred List. One is by having been employed as a paid substitute by the Concord district at least 10 days during any one of the three school years ending with the last preceding June thirtieth. This provision was inserted to make it possible to utilize the services of several members of the already existing substitute staff who had been mainstays in this field for years. Their acquaintance with the school system and mastery of recent trends in education had rendered them too valuable to lose. The wording of this section of the rule, however, will bar the addition of inade-

quately trained instructional personnel.

The other avenue to the Preferred List is provided by allowing inclusion of an elementary candidate who has had only two years of training, provided he can present at least two years of successful teaching experience during the 10 years ending the last preceding June thirtieth. Until recently the New Hampshire training requirement has been only two years, so that there are still available many recently trained and successful teachers who would have been excluded by the three-year rule.

All other candidates who can produce good recommendations from school officials elsewhere and who possess desirable personality qualities are placed upon the General List. This group includes, for the most part, those people whose training occurred many years ago and who have been inactive so long that their value to the school system, except in serious emergency, would not be great.

### Procedure in Practice

Building principals, who in this city are charged with the duty of calling in substitutes for limited and unforeseen needs, *must* choose from the Preferred List a person who is listed by the superintendent's office as qualified to teach the particular subject or grade in question. If no such teacher is to be found upon this list the principal turns to the General List.

### Raising of Standards Anticipated

It is believed that Concord now has an instrument whereby the standards of substitute selection can be maintained at a level approximating that of the regular staff. It will not "clean house" overnight, but there should be a gradual improvement in the quality of the temporary personnel.

## Liability for Negligence of Educational Officers and Employees Edgar Fuller\*

(Continued from October issue)

### C. *Adjustments of rights and duties after an accident*

When there has been a personal injury or property damage as a result of negligent conduct, the law should apply in a manner calculated to procure the following consequences: *first*, the innocent victim should receive compensation for his injury or damage; *second*, the negligent person, as a punishment for his negligence, should compensate the victim; *third*, the adjustment between the tort-feasor and his victim should deter negligent conduct generally by demonstrating its unhappy consequences, thus promoting careful conduct

and general protection of persons and property.

It is doubtless that these general purposes of tort law can be consistently achieved unless both school employees and school districts are liable. Sole reliance upon the financial capacities of employees often results in failure of the victim to receive damages. This fact has long been recognized in the general rules which make most principals and employers liable for the torts of their agents or employees, respectively, when the latter commit the torts during the course of their agency or employment. Thus the rule that school districts are not liable for the torts of their employees violates the ordinary rules governing principal-agent and employer-employee relationships.

Immunity of the district is less objectionable than statutory exemption of employees from personal liability, however, because incentives to careful conduct depend largely upon the personal liability thus eliminated. In addition, the entire background of our system of law upholds the individual liability of governmental employees and officials, while the immunity of school districts has much supporting legal authority in the immunity of municipal corporations for torts committed by employees in the course of governmental activities.

The patterns of tort liability applied to both school employees and school districts in the United States have many inconsistencies. We will now examine some of the difficulties which have arisen, seeking

\*Lecturer on Educational Administration, Harvard Graduate School of Education.



a basis for a sound general policy of liability for both teachers and school districts.

### 1. Elimination of Personal Liability of Employees

New York statutes recently extended the school district liability the state had already assumed under the common law. One provision eliminated the personal liability of professional employees in upstate New York, while another which applies to New York City alone apparently affects other "duly appointed" employees in the same manner.<sup>12</sup> New Jersey provided for complete immunity of its districts by a statute passed in 1933;<sup>13</sup> then, in 1938, reversed itself and required the districts to assume almost complete liability for the torts of their professional employees.<sup>14</sup> The New York and New Jersey statutes provide that, while the employees who come within the terms of the statutes are acting within the scope of their duties, they shall be saved harmless by their districts from any claims or judgments arising from their negligence. These statutes differ in details but may be considered together for our present purposes. They should be evaluated in terms of sound educational and social policy.

The statutory provisions of New York and New Jersey are undesirable, because they violate fundamental policies of the law which have been established after long experience and which have been proved to be socially sound. They relieve the individual school employee from the personal liability which tends to encourage care and responsibility. Again, the plaintiff must sue the employee personally, which tends to make easy the involvement of school employees in fraudulent actions. The school board should be sued directly when it will be eventually forced to pay the judgment. Neither are there incentives for the employee to defend the suit vigorously; in fact, the incentives are in the other direction. The school board pays all the expenses of the first trial in New Jersey, regardless of whether the school employee wins or loses the case. It is only after an appeal has been taken that the employee, should he finally lose in the higher court, may be forced to pay the judgment himself. There are, of course, no incentives to cause the school employee to appeal the case when he loses in the trial court.

Neither are these statutes logical or fair in the classes of injuries for which there may be no recovery at all by the injured person. In a recent New Jersey case the parents of a pupil who had been killed by a falling slab of slate in a school building were unable to recover at all. No particular professional employee could be found who could be held personally liable for negligence, and the school district could not be sued directly.<sup>15</sup>

<sup>12</sup>N. Y. Education Law, Art. 33A, Sec. 881a, and Art. 20, Sec. 569a, Baldwin's Consol. Laws, 1938.

<sup>13</sup>N. J. P. L. 1933, c. 460, p. 1550.

<sup>14</sup>N. J. Rev. Stat., 18:5-50.4 (L. 1938, c. 311, p. 709, sec. 1).

<sup>15</sup>This is essentially the situation that exists to some extent under the common law in Massachusetts. See note 5, *supra*.

If our premises about the purposes of tort law are correct, sound public policy seems to demand general concurrent liability for both the school district and all its employees. We must now examine the reasoning of the courts that has prevented this result in relation to the school districts in most states. Whatever we may find there, we may be certain that the efforts of organized groups of professional school employees to escape personal liabilities that are common to all citizens are certain to react to the disadvantage of the teaching profession, when the public realizes fully what has been done.

### D. Responsibility of the school district for negligence

While only a few states have disturbed the personal liability of school employees for their careless conduct, most states continue to deny that the school district should be concurrently liable with them. We must examine the reasoning which supports this rule of immunity, together with the results of its elimination in the few states where that has occurred, in order to evaluate it in terms of the basic purposes of tort law.

#### 1. Development of the Immunity Rule

An English case decided in 1788 set the common law pattern for tort liability of school districts in the United States of 1941.<sup>16</sup> It is not difficult to show the lack of defensible reasons for present application of this original judicial authority, but further rationalizations have more recently been added to the stream of authority to support the rule. Neither is it particularly useful to note that the common law rule was never fully followed in New York and other states,<sup>17</sup> nor that it has not been the law in England for many decades, except to show that the public policy underlying it has never been completely accepted. In general, judges who are inclined to respect judicial precedents could tilt with few more substantial windmills than the common law rule that governmental bodies are not liable for torts in their governmental capacities. The law is certain. A school district is not liable for any of the torts committed by its officers or employees in the course of their school duties. It does not matter how reprehensible their misbehavior, nor how serious the injury or damages to the innocent victim of that misbehavior may have been.

The reasons given by the courts for the rule of school district tort immunity are as follows:

a. *Sovereignty*. The school district exercises sovereign powers as it acts through its board of education, and is as immune from suit as the sovereign itself. To permit actions for torts would be contrary to the theory of sovereignty of the states in the United States.

b. *Stare decisis*. The principle of tort non-

<sup>16</sup>Russell v. Men of Devon, 2 Durn. & East 667, 100 Eng. Rep. 359 (1788).

<sup>17</sup>Edgar Fuller, "Tort Liability of School Districts in the United States," pp. 174-208. Unpublished Ed. D. Thesis, Harvard University, 1940.

liability for school districts has been determined by the settled rule of the common law that quasi corporations are not liable for the torts of their officers, agents and employees committed during acts performed solely for the benefit of the public except when such liability is provided by statute.

c. *Governmental function*. The school district is not liable for torts of its officers, agents or employees analogous to the liability enforced against municipal corporations for proprietary activities because it exercises governmental functions for the benefit of the public and has no proprietary functions for its own corporate benefit.

d. *Legal inability to pay*. The school district cannot be liable for torts because it has no corporate fund from which it can legally satisfy tort judgments and no method whereby it can legally raise funds for this purpose.

e. *Involuntary agency*. The school district is not liable in a tort action because it is an involuntary statutory agency, of limited powers and prescribed duties, and without choice of whether it will function.

f. *Respondeat superior*. The school district is not liable for the torts of its officers, agents or employees because the principle of respondeat superior does not apply to it.

g. *Ultra vires*. The school district cannot be made subject to tort liability because any tortious act of its officers, agents or employees is ultra vires the powers of the district.

h. *Immunity as charity*. School districts should enjoy the tort immunity traditionally accorded to charitable institutions.

i. *Impairment of school functions*. School district tort liability is undesirable on grounds of public policy because it would result in a multiplicity of suits and serious impairment of the functions of some schools.

j. *Prohibitive cost*. Tort liability of school districts is undesirable because it would increase the financial burden of maintaining the schools.

The first eight of these reasons have come more or less directly from a variety of philosophic armchairs. The occupants have often been judges. But there have also been political theorists, who still disagree fundamentally about such matters as the nature of sovereignty. Space does not permit discussion of each of these eight legalistic contentions. It seems clear from the evidence they should not, individually or collectively, determine whether school districts here and now should be liable for torts.<sup>18</sup>

The two arguments against liability that are based on social policy are more serious. The objection that school district tort liability would result in a multiplicity of suits and impair the operation of schools has seemed important to the courts.<sup>19</sup> Openly expressed in only a few judicial opinions, there can be no doubt that it is implicit in many of the decisions where the *ratio decidendi* are purportedly otherwise. But the question of a multiplicity of suits due to the execution of a judgment against any resident of the school district and his subsequent effort to recover pro rata from the other taxpayers

<sup>18</sup>Edgar Fuller, *op. cit.*, pp. 63-171. See Edgar Fuller and A. James Casner, *Municipal Tort Liability in Operation*, 54 Harv. L. Rev. 437, 438 et seq. (1941).

<sup>19</sup>Anderson v. Bd. of Ed., 49 N.D. 181, 190 N.W. 807 (1922); *Folk v. City of Milwaukee*, 108 Wis. 359, 84 N.W. 420 (1900); *Ford v. Kendall Borough School Dist.*, 121 Pa. 543, 15 A. 812, 1 L.R. A. 607 (1888).

of the district is no longer a problem, if indeed it ever was. In its modern aspect "multiplicity of suits" means merely so many suits that the district could not pay the damages without unreasonable hardship. This aspect is thus merged with the fear of substantial impairment of the schools' educational functions on account of a supposed prohibitive cost of tort liability. We will examine the grounds for this fear.

Some general trends upon which there can be full agreement obviously make the fear of impairment of school functions because of tort liability less justified than formerly. For instance, the movement toward consolidation of school units has often strengthened their financial structure. Again, the entire trend toward collective security that characterizes modern society has led to the dissolution of many difficulties that have long been feared. In addition, the scope of school activities has been extended far beyond the single program common in the nineteenth century. Assumption of control over increased years of the lives of all children under the compulsory attendance laws logically carries correspondingly increased responsibilities for the safety of the children entrusted to the school district.

One further generalization affecting the question of tort liability of school districts may be ventured. Once a service has been fully adopted as a public responsibility, it should be supported in all its necessary aspects unless there are overwhelming reasons to the contrary. The conduct of public schools necessarily results in serious hardship to individuals injured by tortious acts; the principles of responsibility usually applied elsewhere throughout the law should attach unless urgent reasons force an exception to the general law of torts. The problem is similar to that concerning the so-called governmental functions of municipal corporations generally, where the rule of immunity is also in general operation.

Human history for the past hundred years presents a continuous series of disproofs of such fears as those that tort liability would financially disable the schools.<sup>20</sup> Social changes now regarded as indispensable have invariably been exposed to attack on subtle and undemonstrable suppositions that they would work irreparable harm to established institutions. A century ago any limitation of child labor in factories or mines was resisted as ruinous to these industries. Universal manhood suffrage, direct election of senators, women's suffrage, legislation by initiative and referendum, the recall of public officers, income taxes, regulation of industry, public ownership of utilities, and almost every phase of poor relief and so-

cial security are a few of the changes that have been resisted as attacks on eternal and unvarying fundamentals necessary for civilization and its various institutions. Compared with those, general governmental liability for torts is not a large departure from present practices.

The recitation of instances where fear of social destruction has been unfounded proves nothing, however, concerning any new proposition. If some fears of general changes have been proved unfounded by subsequent events, there are also numerous instances where trial has proved the fears to have been justified. The answer

to the uncertainty about the feasibility of general social schemes lies only in their substantial trial, and the best evidence obtainable is that from similar jurisdictions where the suggested changes have been tested. For the thesis that school districts and other governmental units should assume tort liability it is particularly fortunate that numerous trials have occurred over a long term of years in foreign countries as well as in a few of the American states. We will examine this evidence.

*Note: Dr. Fuller will conclude this discussion in the December issue of the JOURNAL.—Editor.*

## The Growth of Public School Expenditures in the United States Prior to the Depression

Arvid J. Burke\*

(Concluded from October issue)

### 3. Changed Status of the Teaching Profession

The changed status of the teaching profession, the third factor bringing about the rise in public school expenditures, is closely related to the factor of expanded and improved educational offerings and services. The growth of knowledge, the advances of science, industrialization, and specialization in all endeavors brought about the development of specialized services in the schools and created a demand for thousands of highly selected, well-educated, technically trained specialists. Such services as keeping curriculums up to date, continuous in-service preparation and improvement of teachers, psychological services, health services, clinics, research, and experimentation brought thousands of highly paid professional workers into the public schools. Most of these have had to have professional preparation at least equivalent to that of doctors and lawyers.

Classroom teaching itself between 1870 and 1930 became more and more specialized and professionalized. Many specialized types of teaching calling for special abilities and special preparation came into being. Educational and certification requirements for all teaching positions were raised. From mere literacy measured by local lay authorities, requirements were raised to literacy measured by local professional authorities, then to literacy and knowledge of teaching methods measured by state authorities, and finally to as much as five years college and professional preparation beyond high school graduation. Even as late as 1920, teachers could be licensed for life in New York State with no professional or academic requirements whatever except the passing of state exam-

inations in subjects to be taught. In 1920, persons with three years high school preparation could enter a teacher-training class for a year and get a license to teach. The highest preparation required for elementary school teaching at that time in New York was a two-year normal school course beyond high school. However, by 1930 the hiring of young, inexperienced, high school graduates to teach school was on the wane. More mature graduates of institutions with three to five years' preparation beyond high school were being sought in the elementary schools.

With rising professional status there has come about a very fundamental shift in the economic status of teachers in relation to common and skilled labor. Between 1840 and 1920 with the very gradual change of teaching from an occupation requiring only literacy (not measured very accurately) to one requiring considerable educational background and technical preparation, teachers' salaries steadily achieved differentiation from the wages of unskilled laborers and approached the status of skilled labor. However, between the two dates average teachers' salaries remained consistently lower than the wages of artisans.<sup>11</sup>

Although the rapid rise in the wages of common labor during World War I wiped out some of the differential for a time, the economic status of the teaching profession advanced steadily during the decade beginning 1920. By 1930 the average salary of teachers in the United States had reached the all-time high of \$1,420 a year,<sup>12</sup> or about \$41 a week. For that same year the average hourly wages for common labor was about 43 cents an hour,<sup>11</sup> or about \$23 for a 54-hour week as compared with about \$26 in 1920.<sup>11</sup> When it is observed that the average

<sup>20</sup>In *United States v. Lee*, 106 U.S. 196, 217 (1882), Justice Miller said: "Hypothetical cases of great evils may be suggested by a particularly fruitful imagination in regard to almost every law upon which depend the rights of the individual or of the government, and if the existence of laws is to depend upon their capacity to withstand such criticism, the whole fabric of the law must fail."

\*Director of Studies, New York State Teachers Association.

<sup>11</sup>See Table III.

<sup>12</sup>See footnote 5.



salaries for teachers in 1920 was only \$871 (\$27 a week),<sup>11</sup> it can be seen that the differential between teaching and common labor widened considerably between 1920 and 1930. Skilled artisans received increases of about 33 per cent between 1920 and 1930, raising their average weekly wages from about \$42 to over \$55.<sup>12</sup> In other words, teachers in 1930 had attained about the same status that artisans had reached in 1920. Teachers, however, gained relatively on skilled labor between 1920 and 1930 because wages of skilled labor increased only about 33 per cent as contrasted with an increase of over 50 per cent in teachers' salaries.<sup>13</sup>

The statistics by themselves tend to exaggerate the material gains of teachers. The fact is that the average teacher's salary shows a higher percentage of increase than took place generally. There are two reasons for this phenomenon: (a) the increased proportion of secondary school teachers and (b) the increased proportion of urban teachers.

The larger proportion of teachers employed in the secondary schools accounts in part for the higher average salary paid teachers in 1930 as compared with 1870. Requirements for high school teaching traditionally have been higher than those for elementary school teaching; the same is true of salaries. As the per cent of teachers receiving salaries on the secondary school level increased, the weighting of secondary school salaries in determining the average became more important. For this reason the average salary tended to show a greater increase than that shown either by elementary or secondary school salaries alone.

Urban trends also have operated to change the status of teachers and to exaggerate both the increases in average teachers' salaries and per pupil expenditures. Between 1870 and 1930 the population of the United States shifted from a predominantly rural one to a predominantly urban one. In 1870 only about 21 per cent of the population lived in places over 8000 population, but in 1930 the proportion stood at 49 per cent.<sup>14</sup>

In 1930 over 56 per cent of the United States population lived in places over 2500 population.<sup>15</sup> Nor is modern urbanism confined to the corporate limits of cities. Especially since 1920 the suburbs of cities have been growing more rapidly than the cities or the strictly rural areas. In 1930 about 45 per cent of the population of the country lived in 96 metropolitan districts with a population of at least 100,000 inhabitants.<sup>16</sup> Since 1870, teachers' salaries and public school expenditures per pupil have been much higher in cities and their suburbs than they have been in smaller outlying villages and rural areas.<sup>17</sup> In

1870 the average salary of city men teachers was over three times that of rural men teachers, and city women teachers' salaries averaged about 60 per cent more than those of rural women teachers. Naturally, as the proportion of the population living in cities and suburbs increased, average teachers' salaries and per pupil expenditures would have increased even assuming no increase in the actual salaries paid either in urban or rural areas. Due to the

TABLE III. Weekly Wages of Laborers, Artisans, and Public School Teachers, 1870 to 1930

Year	Laborers*	Artisans*	Public School Teachers**
1870	\$ 9.36	\$16.94	\$ 7.00
1880	7.86	14.98	7.50
1890	8.82	15.64	9.40
1900	8.94	15.82	11.30
1910	10.62	19.79	15.40
1920	26.00 <sup>1</sup>	42.00 <sup>2</sup>	26.90
1930	23.00 <sup>3</sup>	55.00 <sup>4</sup>	41.20

\*From Burgess, W. Randolph, *Trends of School Costs*, p. 71.

\*\*Derived from *Statistics of State School Systems (1935-1936)*, p. 56.

<sup>1</sup>Estimated by Burgess: A study by Hurlin quoted in Douglas, Paul H., *Real Wages in the United States 1800-1926*, p. 175 (Boston: Houghton Mifflin Co., 1930), gives the figure of \$26.06 for 1930.

<sup>2</sup>Estimated by Burgess.

<sup>3</sup>Statistical Abstract of the United States 1930, p. 332.

<sup>4</sup>Estimate based upon Statistical Abstract of the United States 1939, p. 342.

factor of urbanism the average salary of school teachers increased 519 per cent in New York State between 1870 and 1930, but the actual salaries paid in over half of the state increased only about 320 per cent and in no section of the state did the increase exceed 444 per cent.<sup>18</sup> Public school expenditures per month per class in the state increased 691 per cent during the same 60-year period, but expenditures in over half the state did not increase over 350 per cent and few districts showed an average increase of over 500 per cent.<sup>19</sup>

Other important changes have been taking place in the status of the teaching profession. One of the most significant of these is the changed status of women. Teaching traditionally has been an occupation for women. Even in 1870 over 61 per cent of the teachers in the United States were women. In 1930 about 83 per cent were women.<sup>20</sup> With the advance in women's rights, the economic status of women in all occupations has been improved gradually. Women teachers have shared in these economic gains. When women were able to earn more as secretaries, clerks, nurses, and factory workers than they could as teachers, as was true

<sup>18</sup>See Burke, Arvid J., "Urbanization and Teachers' Salaries in New York State," *AMERICAN SCHOOL BOARD JOURNAL*, 98, 23-24, Mar., 1939.

<sup>19</sup>See Burke, Arvid J., in footnote 15.

#### RESPECT THE TEACHER!

If teaching is to be looked down upon, woe to the nation! It will mean that the body is more than the mind, that the stomach is master of the spirit. If teaching is to be derided, then close your libraries — your silent teachers; and lock your churches — teachers of men's souls. — *Monroe E. Deutsch.*

during World War I, it was impossible to attract a sufficient number of women into the teaching profession. In 1920 it was impossible in New York State to induce a sufficient number of high school graduates to prepare for teaching. Salaries, especially the salaries of women teachers, had to be increased. On the basis of data for the years 1841 through 1920, Burgess concluded that:

"The salaries of women teachers have been gaining on those of men teachers and those of country teachers on those of city teachers"; and

"Women country teachers have had the largest percentage of increase in salary, and city men teachers the smallest."<sup>21</sup>

By 1940 the 1920 differentials between the salaries of men and women had been reduced substantially and the trend is still downward.<sup>22</sup> Ten states including the large states of California and New York prohibit teacher salary discriminations based upon sex.<sup>23</sup> A recent study of salary schedules in cities over 30,000 population showed no differentials for men teachers in 198 out of the 267 cities studied.<sup>24</sup>

#### 4. Rising Living Standards and Decreased Purchasing Power of the Dollar

Assuming that there had not been such far-reaching improvements in the professional preparation and social status of the teaching profession between 1870 and 1930, a fourth factor would have operated to increase teachers' salaries and other wages or salaries paid by public schools — i.e., the general rise in living standards and the increased cost of living at given standards. As America emerged from an agricultural and barter economy and entered upon a predominantly urban, industrial, commercial, and money economy, the material standard of living and money income of all classes were increased manyfold. This rise in general living standards had a profound effect upon public school expenditures, for, as Burgess says about teachers:

"It was no great hardship to own only one silk dress in a life time when other people did the same."<sup>25</sup>

When factory and office workers can purchase several silk dresses during a year and teachers cannot, then the teaching profession and public education lose out. The standard of living is fully as crucial as living costs in determining the adequacy of teachers' salaries and the compensation of other public school employees.

The spectacular rise in American standards of living can best be shown in terms of material goods and services — e.g., per capita food consumption, toilet facilities, electricity consumption, telephones, automobiles, medical service, radios, and household furnishings; but such evidence

<sup>21</sup>Burgess, W. R., *op. cit.*, p. 45.

<sup>22</sup>National Education Association, *Progress and Problems in Equal Pay for Equal Work* (Washington, D. C.: The Association, 1939), pp. 14 ff.

<sup>23</sup>Burgess, *op. cit.*, p. 48.

<sup>13</sup>Statistical Abstract of the United States 1939, *op. cit.*, pp. 6 ff.

<sup>14</sup>National Resources Committee, *Our Cities* (Washington, D. C.: Government Printing Office, 1937), p. VII.

<sup>15</sup>See Burgess, *op. cit.*, p. 32, and Burke, Arvid J., "Urbanism and Public School Expenditures in the United States," *AMERICAN SCHOOL BOARD JOURNAL*, 100, 21-22, June, 1940.



is extremely unwieldy to present. Furthermore, in a money economy where the number of living standards is almost infinite, the trend can be shown much more concisely by figures on income accompanied by corrections for changes in the purchasing power of the dollar. Between 1870 and 1930 the total realized income of the United States increased nearly 1000 per cent.<sup>21</sup> Computed income per capita nearly trebled during the same period.<sup>21</sup> Weekly wages of common labor more than doubled, weekly wages of skilled labor trebled.<sup>21</sup>

Such changes meant higher standards of living. In the decade 1869-79, nearly 90 per cent of the income of wage earners' families was spent for material necessities—food, clothing, housing, fuel, and light.<sup>22</sup> By 1930 this percentage was reduced to about 70.<sup>22</sup> In 1910 about 65 per cent of United States consumer expenditures were for necessities; in 1929 this percentage dropped to about 46.<sup>23</sup> With increased incomes workers were able to spend more on health, education, and semiluxury or luxury goods and services. The higher the income the higher the percentage of income which can go for savings, health, education, transportation, and the comforts of life. Table IV shows that this country has spent a higher percentage of its income for public education as its income has increased.

TABLE IV. Development of the National Income of the United States 1869-1930

Year	Realized National Income* in 1926 Dollars <sup>1</sup>		Total Unadjusted Income in Millions*	Per Cent of Income for Public School Expenditures**
	Total Amount in Millions	Amount per Capita		
1869	\$ 8,995	\$327	6,827	0.92
1879	15,183	309	7,227	1.12
1889	23,675	383	10,701	1.32
1900	36,557	480	16,158	1.3
1910	53,043	575	28,166	1.5
1920	60,401	567	68,434	1.5
1930	78,099	634	72,398	3.2

\*Source—the National Industrial Conference Board, *Economic Almanac for 1940*, p. 304.

\*\*Expenditure data from Table I.

<sup>1</sup>Correction for changes in the purchasing power of the dollar computed on the basis of the index of the cost of living for low-salaried workers.

<sup>2</sup>School expenditures for the years, 1869-70, 1879-80, and 1889-90.

The general rise in the standard of living and income of the country would have brought about a rise in public school expenditures even if there had been no changes in the status of the teaching profession. Wages and salaries of school employees could be expected to show the approximately 200 per cent increase which took place in average weekly wages of artisans and per capita total realized income between 1870 and 1930. As the prerequisites for teaching advanced from mere literacy to college graduation or even more, it was to be expected that teachers' salaries would increase much more rapidly than wages in general. The change in the status

of women in general would have caused teachers' salaries to rise more than 200 per cent regardless of the change in the professional status of the profession. The shift in the proportion of teachers in urban areas and secondary schools where salaries always have tended to be highest also tended to inflate the rise in teachers' salaries. Salaries and wages represent only about two thirds of total school expenditures; so it probably is safe to assume that from a 250 to a 300 per cent increase would have taken place in expenditures per pupil for public education from the general rise in living standards, the changed status of women, the increased proportion of secondary school teachers, and the changed professional status of teaching between 1870 and 1930. (Average weekly salaries of public school teachers increased about 490 per cent.)<sup>21</sup>

The remaining increase in per pupil expenditures is due to changes in the purchasing power of the dollar—changes in prices and living costs. It is extremely difficult to measure accurately changes in purchasing power for all combinations of goods and services or standards of living, but an approximation of changes can be obtained by measuring changes in the cost of a given standard of living. Between 1870 and 1930 the cost of living at a standard established for low-salaried workers increased about 22.3 per cent,<sup>24</sup> which means that the purchasing power of the dollar for this standard was reduced about 22 per cent. A recent study seems to show that the purchasing power of the school dollar decreased more than the purchasing power of the workingman's budget dollar between 1914 and 1930.<sup>25</sup> Hence, the purchasing power of the school dollar probably decreased by at least 25 per cent between 1870 and 1930. This is more than enough to account for the remaining 150 to 200 per cent increase in public school expenditures.

The foregoing analysis of the reasons for the progressive growth of public school expenditures in the United States from 1870 to 1930 has shown that the increase in total expenditures was about 3500 per cent; that increased attendance accounted for about 2800 of this percentage; that

<sup>24</sup>Derived from data in *The Economic Almanac for 1940*, op. cit., p. 304.

<sup>25</sup>*Why Schools Cost More*, op. cit., pp. 143 ff.

#### POOR GIFTED PUPIL

There seems to be a vague belief that the gifted can get along anyway; that they should not be given special education because it is not democratic. And there is perhaps a latent fear that they will use their fine abilities for their own selfish purposes. Yet it is precisely this group of individuals of great ability, who in the long run and as a group will be the least selfish, the least likely to monopolize the good things in this world, and by their inventions and discoveries, by their creative work in the arts, by their contributions to government and social reform, by their activities in all fields will in the future help humanity in its groping struggle upward toward a better civilization.—*Rudolf Pintner*.



ALBERT I. PRINCE  
Chairman, Connecticut State Board of Education, Hartford, Conn.

Albert I. Prince, of Hartford, has been elected to his fourth two-year term as chairman of the Connecticut State Board of Education.

Mr. Prince was appointed to the board in 1933 and reappointed in 1939. He was active in educational capacities previous to acting on the State Board of Education, serving as a member of the Hartford city board of education for 12 years. During half that period he was vice-president of the Hartford board, from which he retired in 1935.

A graduate of Wesleyan, Mr. Prince did newspaper work in Boston before coming to Hartford to continue work in that field. During the first World War, he was military correspondent with the twenty-sixth and seventy-sixth divisions, prior to entering the service. He now holds the rank of Staff Captain, 1st Company, Governor's Foot Guard of Connecticut.

Mr. Prince is particularly interested in the development of college educational opportunities and in the promotion of adult education and forums. He is vice-president of the American Discussion League and conducts biweekly radio panel discussions on a Hartford station.

At present, Mr. Prince is a member of the Board of Governors of Hillyer Junior College. He is also vice-chairman of the Connecticut division of the New England Flying Cadet Commission, which assists young men to qualify for army air corps pilot training.

In addition to his work in the newspaper field, Mr. Prince has also written numerous articles for magazines on education and government.

Since leaving the military service after the first World War, Mr. Prince has been first city editor and then news editor of the *Hartford Times*. He was city editor from 1918 to 1934 and has served as news editor since 1934.

the remaining 700 per cent probably was due to the following causes: (1) 250 of the 700 to new and improved services; (2) 250-300 of the 700 to changed status of the teaching profession, emancipation of women, and a general rise in living standards; and the remaining 150-200 to changes in the purchasing power of money.

<sup>21</sup>See Table IV, next to last column.

<sup>22</sup>National Industrial Conference Board, *The Economic Almanac for 1940*, p. 328, data from U. S. Bureau of Labor Statistics.

<sup>23</sup>*Ibid.*, p. 326.

# The Assembly as Part of the Curriculum

Maurice J. Thomas\*

The assembly program in any school and under all situations is a potent force in developing group attitudes. These attitudes may be good or bad, depending upon the wise use of the assembly hour and careful selection of content. The effect of assemblies is felt throughout the entire school, and each student benefits or is harmed by what he sees or hears, and his whole concept of conduct is certainly subject to the actions and attitudes of those who witness the program with him. In most schools of average size, and all too frequently in others, assemblies are quickly planned, with no thought and certainly without building one assembly around a definite plan so as to achieve specific goals. Grinnell states, "School assemblies may be everything or nothing. The good assembly requires ample planning—and, if the program is by pupils, rehearsing."<sup>1</sup>

The word "curricular" in the foregoing paragraph was used deliberately. The hour devoted to bringing all students together at one time should bear a direct relation to the work of the school and the development of pupils. If such an attitude is kept in mind by those responsible for assemblies, that which is to be present will receive the same careful preparation as is given by the expert teacher to planning her lessons for each day. "Assembly programs really represent the work of the schools and are not disruptive of the regular work. If well planned and executed they create a favorable community impression."<sup>2</sup> It must be borne in mind that pupil-to-parent reports of school activities, class happenings, and assembly programs create favorable or unfavorable concepts in the minds of parents. Not only does this word-of-mouth report interpret, in a measure, what is going on at school and especially what goes on in assemblies, but the school newspaper, and to a less degree the community paper, reports to the public the purpose of the assembly. In some communities readers of the local paper and certainly readers of the school paper receive the impression that most assembly time is used in what is called "pep assemblies."

## Why Are Some Assemblies Ill Planned?

When a school inaugurates a new curricular program, much time and money are spent to make it effective. All curricular additions are given careful consideration, and well-ordered plans are devised. Nothing is left to chance. Now contrast the attitude displayed by many school-

men toward the assembly. While the room in which the assemblies are held is perhaps the most attractive in the school, with costly equipment, the assembly, not being scheduled every day nor having a set procedure in relation to the school program, does not enjoy the careful planning that other phases of the curricular program receive.

Perhaps the main reason for ill-planned, poorly presented, and purposeless assemblies is the failure of the executive officer to assume his responsibility. While the principal is supposed to exert an influence over and, perhaps, set up the methods for directing the assemblies, he has, in many instances, delegated this authority. Even though the person or persons in charge of setting up assembly programs assume the responsibility and take pride in their accomplishments, the principal cannot delegate his responsibility to another. If the assembly program is splendidly arranged and properly presented, those who had the detailed authority naturally receive the credit. Any credit the principal may receive under such a system comes from selecting qualified leaders. If, however, the assemblies are not up to a high standard and do not properly interpret desirable goals, conduct, and attitudes on the part of the listeners, the principal, as executive officer of the school, must assume the responsibility. For a principal to say that the assembly programs are the responsibility of a designated chairman or committee and wash his hands of responsibility, is to go counter to his own executive position. He refuses to transfer to any other individual on the staff executive authority as head of the school, and certainly he should not do so.

When the principal decides that time is to be taken for an assembly, and no matter what procedure is used, the one result is that class time is sacrificed for assembly time, the purpose of the assembly should fully justify the breaking of class routine. One school may use shortened periods; another may choose to build an activity period into each day, or at least into certain days; a third school may decide to take the last half of one period and the first part of another; while a fourth may drop a full period in a day to put on the assembly program—whatever method is used, class time is sacrificed. It is not contended that this sacrifice is as serious as the word denotes. It may be that the assembly program and the results obtained more than outweigh any loss in school time.

## Some Questions to Be Answered

Principals, as a rule, find it easy to justify calling an assembly. This, however, is not enough. There must be more than just a reason. The executive officer of the

school must be able to say with definiteness that the assembly, after it had been given, completely justified the use of schooltime. Perhaps if every administrator would ask himself these questions regarding every student assembly, it would be possible to make the assembly more meaningful, and more care would be exerted in planning.

1. Why is it necessary to take time from class for this specific assembly?
2. What educational purpose do you hope to serve?
3. Will this assembly raise cultural appreciation standards?
4. What specific gains will the individual student receive from hearing or seeing this program?
5. Could I justify to a state supervisor, a parent, or a patron taking an hour of the school day to present it?
6. Will this assembly represent what the school would like parents to believe is the best efforts of students' abilities and thinking?
7. What will be the most desirable feature?
8. What might be the worst feature?

At the close of every assembly it would be wise to ask these questions in the past tense in order to get an objective appraisal.

In planning assemblies the principal should follow a definite procedure and should have specific goals. The first and perhaps the most important purpose is to improve the individual student, and the next to improve the tone of the entire school. One school may need to concentrate upon proper pupil attitudes in relation to appreciation of educational opportunities, another on student conduct in assemblies, halls, classrooms, evening gatherings, and out-of-school situations. It may be that the principal wishes to improve study habits and attitudes. Another school may wish to promote loyalty toward the school, the community, and society. The type of assembly to be presented in any year will vary, naturally, according to the needs of the student body. It cannot be overemphasized that there should be continuity in the assembly program in developing wholesome student attitudes toward a set of ideals. To do this it will certainly take a great deal of effort, ingenuity, and time on the part of the principal. *The 17th Year Book* states; "In each school there should be set up an assembly committee or council consisting of pupils carefully selected under the guidance of one or more faculty members. The programs should be pupil planned; they should give as many pupils as possible an opportunity to participate."<sup>3</sup>

## Types of Assembly Participation

There are many types of school assemblies and each is different in some regard from any other which has ever been presented. There are so many variations pos-

(Continued on page 74)

\*Superintendent, Bothwell Public Schools, Bothwell, Wash.

<sup>1</sup>Grinnell, *Interpreting the Public Schools*, McGraw-Hill, p. 281.

<sup>2</sup>Bolton, Cole, Jessup, *The Beginning Superintendent*, Macmillan, p. 266.

<sup>3</sup>*The 17th Year Book*, 1939, American Association of School Administrators, p. 177.



# Continuous Standardization of Supplies and Equipment

William M. Coman<sup>1</sup>

The standardization of supplies and equipment has been very helpful to many school districts where educational needs are great and annual budgets are small. Schools receive materials better suited to their requirements, scattered purchases for individual teachers or classes are practically eliminated, and the taxpayer profits through the economies of quantity buying.

Standardization is, briefly, the selection and adoption of those items of supplies and equipment which are essential to efficient instruction in each of the various school activities. Such selections must be of suitable quality, of moderate cost, and *must serve the purpose for which they are intended.*

The following simple techniques are suggested for the benefit of those who may be unfamiliar with the methods of standardization.

## Standardization Committees

Standardization functions best through the organization of standing committees of five members, each of whom serves for a period of five years. Each year one member retires and a new one is selected to take his place, thus insuring continuity of general policies without stagnation. A separate committee is required for each of the various subject groups.

Committee meetings are usually held after school hours at some central place where trade catalogs, samples, and other technical data are available.

## Developing New Standard Lists

Where no standard list exists, several meetings of the committee will be necessary. A preliminary discussion of the primary objectives of standardization should be followed by a broad survey of the materials or equipment needed for effective instruction under normal conditions. Considerable divergence of opinion may develop, particularly where scattered buying for individual teachers has been the accepted practice. However, a general clarification of instructional aims may be the most important outcome of the first meeting. Each committee member is then requested to prepare a list of minimum essentials which will be the basis for discussion at the second meeting.

These lists are examined critically by the whole group, with tentative approval or rejection of each individual item suggested. Each item approved must have definite instructional value, and any tendency toward wholesale approval of all requests must be tactfully discouraged. As the work proceeds, the committee will recommend satisfactory standards of quality, neither too high nor too low, and will



*The recently adopted standard adjustable height table used in the Los Angeles schools with posture chairs.*

suggest desirable quantities for classes of average size. At this point, manufacturers' representatives may be invited to demonstrate new or unfamiliar materials, or experimental tests may be arranged in several schools.

Meanwhile, the standardization office has assumed responsibility for most of the necessary research into available offerings on the market, with particular reference to qualities and prices. Findings are reported back to the committee. Before final approval, a tentative list may be mimeographed and sent to all interested teachers for approval or further suggestions. Such consultation will contribute to the strength of the list since everyone likes to feel that he has had a part in the work.

It is often necessary to develop supplemental lists for the benefit of special classes working beyond the limits of the

regular course of study. For example, the standard list for general metal may have supplemental lists for aircraft sheet metal and art metal.

## Revision of Standard Lists

The periodic revision of existing standard lists requires less work than the development of new lists. Most of the committee members are already familiar with the purpose of standardization and its procedures. They have studied the problems of their activity continuously and are alert to the possibilities for finding new or better materials. Prior to the meeting it is the usual practice to send a questionnaire to all teachers of the subject, requesting suggestions for necessary new items, the discontinuance of items no longer needed, or the improvement of qualities. The replies are sorted and tabulated.

<sup>1</sup>Assistant Supervisor of Business Administration, Los Angeles Board of Education, Los Angeles, Calif.

Change in Specification

STANDARDIZATION  
UNIFORM

CARD CHANGED

Date April 8, 1941

Auto Mech., Jr. & Sr.  
Activity

New Description Reamer, hand, spiral flutes, 5/16", carbon steel

---

Std. Unit Each Std. Quan. 1 Stock No. 4851 Price 1.59

List below a number of brands which have the desired quality. Give catalog numbers, names of firms or distributors for each brand.

Brand Morse #608, Butterfield #4008, Greenfield #401 Catalog Morse-page 26, Butterfield-page 116, Greenfield-page 220

Distributor Recessing Metals, E.B. Sutton, Alquist Bros.

This new item is requested in place of the following item which may be cancelled:

Unit	Description	Stock No.	Price
<u>Each</u>	<u>Reamer, jobber's, straight flutes, 5/16", carbon steel</u>	<u>4851</u>	<u>1.10</u>

Reason for change is: Committee request - better cutting tool

Other activities using item:

General Metal, Jr. & Sr.

Machine Shop, Jr. & Sr.

CHANGE IN SPECIFICATION

Each Reamer, jobber's, straight flutes, 5/16", carbon steel 4851 1.10

12 Auto Mech., Jr. & Sr. Std. Quan. 1

---

New Description:

Each Reamer, hand, spiral flutes, 5/16", carbon steel 4851 1.59

12 Auto Mech., Jr. & Sr. Std. Quan. 1

(B)

---

Each Reamer, hand, spiral flutes, 5/16", carbon steel 4851 1.59

12 Auto Mechanics, Jr. & Sr.  
80 General Metal, Jr. & Sr.  
92 Machine Shop, Jr. & Sr.

(C)

Revised 4/8/41

The office forms used in the standardization of supplies for the Los Angeles schools contain only the essential information needed. "A" is a standard work sheet containing all the necessary data. "B" is a work card measuring 4 by 6 inches. "C" is the master card 5 by 8 inches.

Time will be conserved at the meeting if the current standard list is examined item by item before proceeding to a discussion of requests for new items. A single request for a new item can usually be disregarded without debate. On the other hand, the committee may disapprove an item desired by a large number of teachers. A recent incident will illustrate: Potassium cyanide was desired for making insect-killing jars and for certain scientific experiments, but the request was denied because the possible educational value did not justify the risk involved.

Detailed schedules showing disbursements of each stock item during the preceding 12 months will direct attention toward slow-moving items. There may be sound reasons for the low consumption of necessary materials, but the situation is more often traceable to changes in teaching objectives or to poor judgment at the time of their original adoption.

#### Co-ordination of Standard Lists

Each new item adopted by any of the various standardization committees is entered upon a work sheet which lists the activity, name, and description of the article, proposed unit of disbursement, stock number assigned, approximate price, and the estimated stock requirement for the first year. Standard items which will not be carried in stock are marked "Special." There is space also for the name of the manufacturer or brand, catalog number, and local distributor. Alternate equivalent brands are listed wherever possible.

Each canceled item is entered upon a work sheet which lists the activity, name, and description, unit, stock number, and quantity of stock on hand. Space is provided for listing other activities and maintenance sections which have been using the items. If the item can be dropped from stock, the storekeeper is notified immediately to discontinue purchases, and plans are made for disbursing the stock on hand. When a discontinued item is very similar to an active stock item, the two may be combined under the active number. Otherwise the item may be carried on the printed order forms until the residue is exhausted. The value of discontinued stock items should not be written off the books.

Every item for which a change in specification has been approved is entered upon a work sheet which lists the activity, present description and proposed description, unit, stock number, and the old and new prices, together with space for listing other activities or maintenance sections which are using the item. If all interested activities are agreeable, the storekeeper and purchasing department are notified of the change in description and buyer's specification, and the change becomes effective as soon as all of the old stock is disbursed. The stock number remains unchanged.

Work sheets are sorted by groups so that similar items from all activities are brought together.

Co-ordination and simplification of the standard lists begin as soon as the various committees have completed their work. Many of the new items requested are

carried in stock already for the use of other activities or maintenance sections. Near-duplications are eliminated by arranging a compromise between the items. The total number of stock items must be reduced wherever possible, and it should never be necessary to stock all standard manufacturers' sizes when half the number will serve the educational purpose equally well. Sometimes the adoption of one item automatically requires the adoption of a second item, even though the committee may have overlooked it. For example, the adoption of Scotch tape in large rolls requires the listing of a dispenser.

A detailed report of changes affecting stock must be prepared for the guidance of the stock accounting section, the storekeeper, and the purchasing department. This report should include:

1. *New Items*, with stock description, standard unit, stock requirement, and buyer's specification for each.

2. *Canceled Items*, with proposed plan for clearing residues on hand.

3. *Changes in Specifications*, with the revised buyer's specification for each.

A simple 4 by 6-in. card system will greatly facilitate the final clerical work. Each standard item for each activity should be entered upon a card having spaces for activity, description of item, unit, stock number, and price. When the cards from all activities are sorted alphabetically, all items having the same description are thrown together. Discrepancies in description, price, or stock number are thus easily located and corrected. Sets

(Concluded on page 75)



# Adult Education to Aid Home Defense

Earl M. Bowler\*

With the newspapers carrying headlines of "all-out aid to Britain," preparation for "total defense," and other coined phrases which have sprung up in recent months, one wonders what these words mean to the average American. Plans have been drawn for the training of civilians for "total defense" and "all-out aid to Britain," but where does the day vocational and adult evening school fit into these training plans, and why hasn't more of this training gotten under way these several months?

During World War I many high school children picked the "sticks" out of okum in poorly lighted storage rooms in school basements. Many trench candles were rolled from newspapers by the "kids," and the wax-dipping of these stubby wads resulted in fun for all. Sewing and knitting for the Red Cross took the country by storm, while a variety of allied occupations kept many hands busy. A new kind of war has been going on around us during the past few months—a war wherein there is much to be done by the civilian population besides picking okum and knitting sweaters. If we are to make total defense something besides a catch phrase, then we have a big job of civilian-vocational training to do.

To point out what will have to be done if and when war comes to us, we might consider what the English are now doing in the training of their blitz victims. Rehabilitation of these maimed and bomb-shocked people has been undertaken by those who have had a successful recovery from World War I. Recreation is the first step in the restoration of self-confidence to human beings who have lost friends, relatives, eyesight, limbs, and more. Simple games, reading in Braille, talking books, and the like keep these military and civilian victims of modern warfare from sinking into maniacal derangement.

As the victims of the blitz climb back to a point where they have the self-confidence and reliability necessary to carry out simple tasks, they are taught such useful trades as carpentry, weaving, and others requiring a like degree of skill, patience, and accuracy. Will the obsolete and rapidly being worn out vocational school machinery of this country be able to be used to train several hundred thousand youths who may return to our shores after we "get in." Moreover, what agency besides our vocational and adult schools would be capable of training several hundred thousand bombed victims if New York, Baltimore, or some other highly concentrated population center in America were to be hit.

Turning to the preparations for war we read that the owners of private sea-going

craft are being enlisted to assist the coast guard in patrolling American ports and rivers. Certainly this task cannot be turned over to the uninitiated without some kind of instruction. Which of the existing governmental agencies is qualified to give such training is relatively unimportant; what is paramount, however, is whether vitally needed man power of the army, navy, or coast guard is to be taken from active duty to do this training job. Following another line of reasoning we might raise the question of whether civilian instructors under the United States Office of Education can train civilians for war activity or should some political appointee do the training while writing headlines?

Thousands of civilian fire fighters are needed in the larger cities to augment our puny now-existent peace-time organization. The job of testing hundreds of men to see if they possess the necessary qualities that make for success in fire fighting would be a sizable task in itself. One might easily conclude the job of investigating the loyalties of potential war-time firemen to be a rather lengthy and exacting task.

There are hundreds of specialized undertakings connected with modern air warfare that only governmental observers recently sent to England can tell us about. We have heard of a few of the more romantic tasks through their popularization by American writers. The incendiary snuffers, the suicide squadrons, patrols of a dozen varieties, and similar workers have taken the American fancy. Whether we have competent instructors among our civilian population to train such patrol workers is probably a military secret, but it would be good strategy if you and I knew a few people who could really go to work on a time bomb should the need arise some dark night.

Militarists have advertised the shortage of nurses for present-day army needs. Will we resort, too late, to "refresher" courses if several hundred persons are suddenly injured through a bombing or sabotage attempt in one of our concentrated production centers? A trained civilian population would be helpful in cases such as these; and, if adult training is the answer, there is a big job ahead. To wait for college professors and political bosses to tell us what is needed, and to show us how it should be done, bespeaks indolence and stupidity on the part of vocational and adult educators. This business of "total defense" training is a vocational-education job. The tasks to be done are so numerous and the scope so broad that the starting point is not yet in sight; moreover, where the end will be, no one knows.

One can imagine the need for such trained personnel as stretcher bearers,

first-aid workers, fire fighters, disaster engineers, quantity food cooks, stewards, policemen, carpenters, cement workers, shelter makers, hospital workers, bomb excavators, pipe fitters, child-welfare workers, gas-mask technicians, and a host of other highly skilled workers well trained in war-time discipline.

Possibly right now we are missing a good bet by not training more and more women to do a variety of jobs recently held by men. Masculine control operators of electrical, sewer, water, and other equipment, whose major physical job is that of turning a valve or throwing a switch, may be supplanted by feminine workers as we inch ourselves into the conflict. Women will surely claim more and more of the clerical jobs as this year's crop of high school graduates filters into employment. The factories will again open their doors to girls in increasing numbers as the supply of young males becomes more pinched. This shift in emphasis from the male to the female will create some training bottlenecks; the postwar shift back to the male will create attendant training problems for vocational educators at some future time.

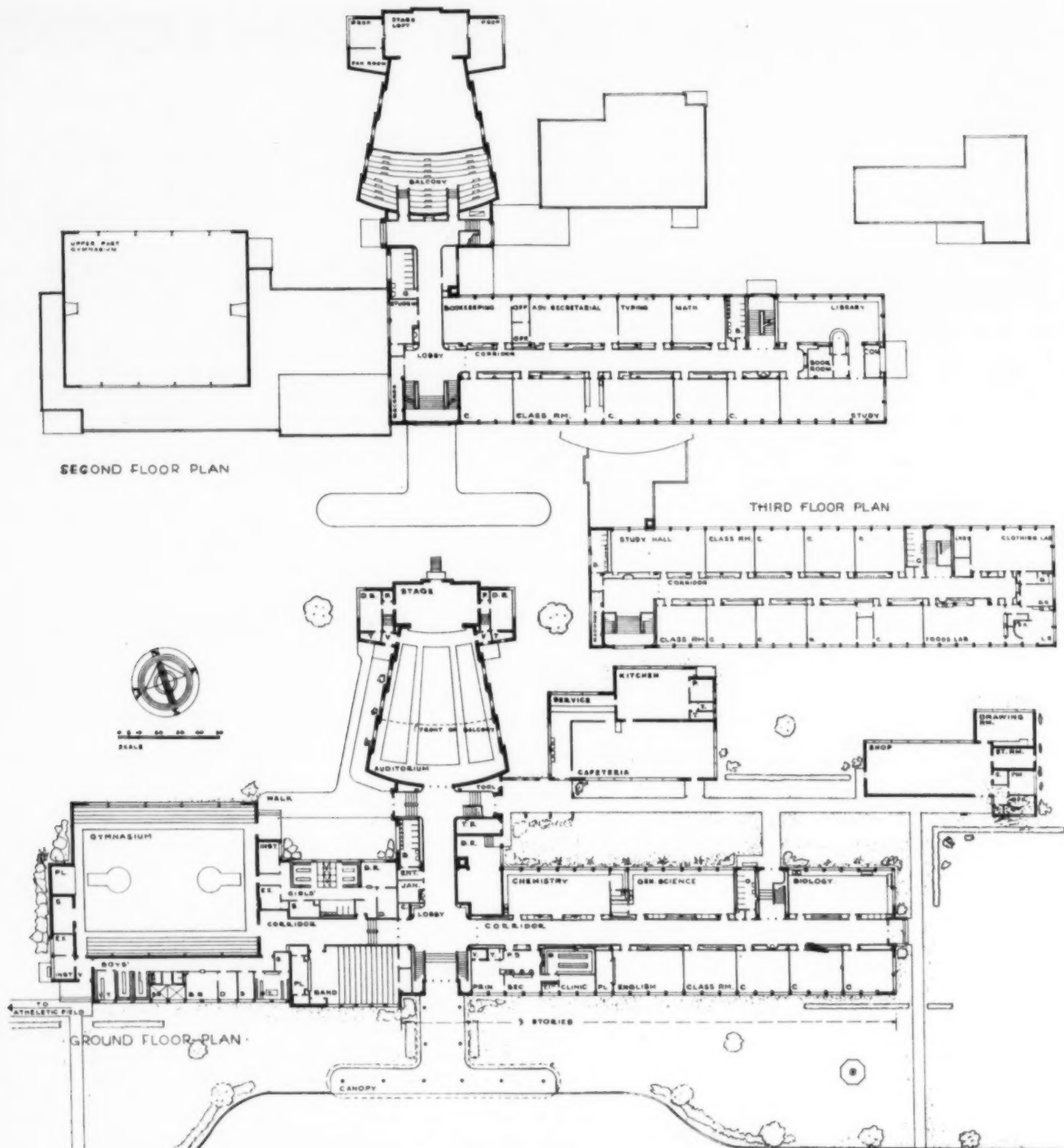
Many old men are being "refreshed" in training classes while many more are rushed back to their former jobs sans training. This shift in emphasis back to the older, already retired employee, will modify our thinking concerning pensions. Our changed attitude toward keeping older men on the job longer is going to add to our training problems through the necessity for giving courses to refresh skills, create safety consciousness, and to help oldsters get along with other people.

One big problem in a mechanized war is the training of the great mass of people to be of some real help to themselves and their fellow men during a crisis. The basic human needs continue even under the heaviest bombings. People need food, clothing, and shelter regardless of whether a building stands, a warehouse is leveled, or a farmer has a cow. The wounded and the dying must be ministered to, whether they be military or civilian. In this new bombing warfare bent on breaking morale the Bible phrase, "Let the dead bury the dead," may be paraphrased to read, "Let the civilian take care of the civilian." Our civilian population will care for its own members in as satisfactory a manner as the military when vocational educators see their position in the scheme of things and get busy with training.

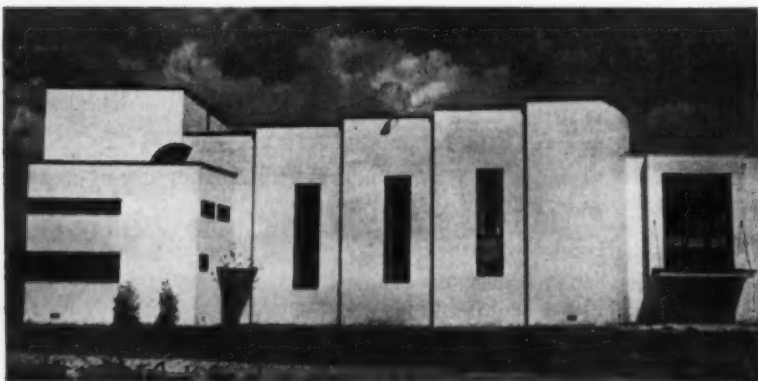
Even if we ignore completely the thousands of vocational tasks peculiar to a bombed area, we as adult educators might spend time training the civilian population in the niceties of discipline. Who among us has not heard of the chaos

(Concluded on page 76)

\*Personnel Director, Rhinelander Paper Co., Rhinelander, Wis.



*Floor Plans, High School, Bossier, Louisiana. — Samuel G. Wiener, Architect, Shreveport, Louisiana.*

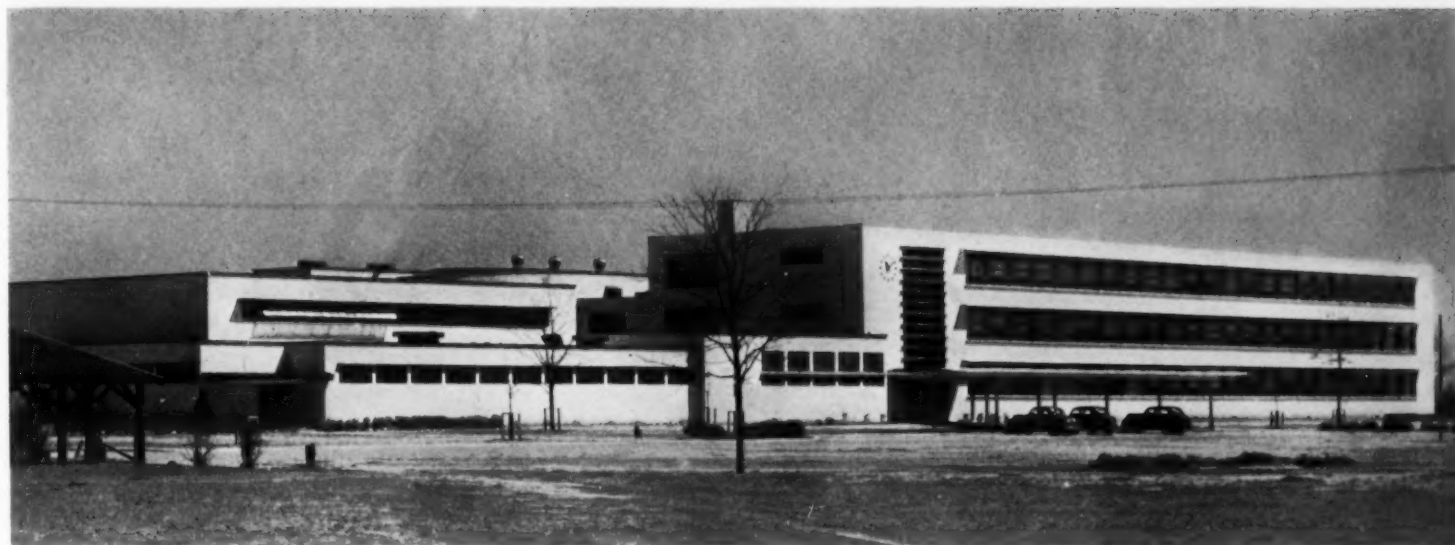


*The auditorium justifies the description of the building—"the most modern school building in the entire South."*



*A model living room, in the model home, domestic science department.*





*General Exterior View, Bossier High School, Bossier, Louisiana.—Samuel G. Wiener, Architect, Shreveport, Louisiana.*

## Bossier Looks to Future in Building New High School Samuel G. Wiener<sup>1</sup>

On the site of the old Confederate Fort Smith in Bossier, La., a spot reminiscent of the days of the War between the States, stands the new Bossier City High School. A five-building-in-one structure, ultramodern, practical, and efficient, it is oriented to the southern climate and designed to meet the local needs of the town of Bossier and the surrounding rural districts whose increasing student population it serves.

When purchased, the ground was a practically level cotton farm, an 11-acre plot adjoining the athletic field and the city park. It is conveniently located near, but not on, highways and heavy traffic streets.

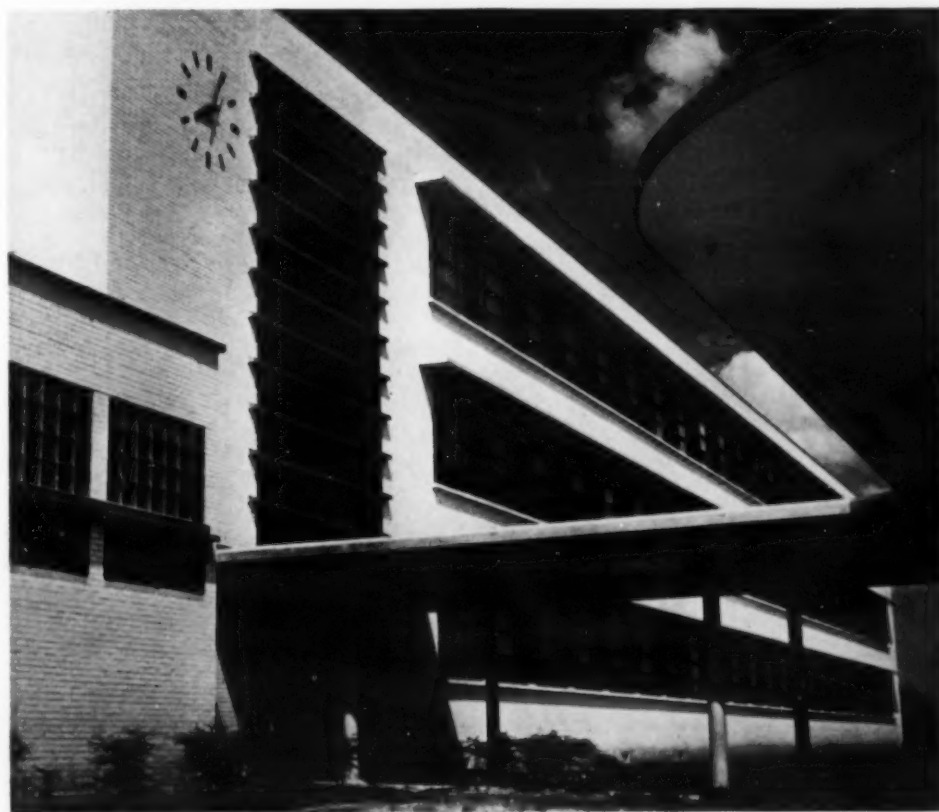
The architect was given the general requirements, a list of the spaces needed, and an explanation of the teaching and the administrative system. Within these limits the architect was given complete authority in decisions relating to the location, planning, style, and construction. Besides the exceptional cooperation on the part of the superintendent and the committee, the architect was given the advantage of freedom from restrictive school-building codes.

The requirements seemed to suggest a group of buildings of different uses. The proposed group was composed of the following units: the classroom building, gymnasium, auditorium, cafeteria, and manual-training shop.

It was considered a requirement of the plan that each unit be provided with separate entrances, and that the main entrance to the classroom unit also serve the gymnasium and the auditorium. This plan developed into a modified group plan with the classroom building, gymnasium, and auditorium units adjoining, but separated structurally by expansion

joints. It is generally customary, with similar requirements and where space permits, to place the auditorium and gymnasium at the opposite ends of the classroom section. This was considered inadvisable as such a plan would interfere with future expansion, and

would not allow control and use of the three units from one main entrance. The plan of the Bossier School locates the three main elements so that each is accessible from the main foyer without passing through the other elements. This is of prime importance when



*This concrete canopy leads from the main entrance to the main drive along which it extends 110 feet, a welcome wing of protection against the southern sun and inclement weather.*

<sup>1</sup>Architect, Shreveport, La.



*An ideal psychological atmosphere for small gatherings is provided by the public speaking room.*

only one or two of the units are in use, as the unused sections can then be locked and made inaccessible to the public.

#### Rooms and Orientation

As north and south window lighting was considered best for the classrooms and the gymnasium, the long walls of these two sections were given north and south exposures. In this climate southern exposure gives the advantage of prevailing breezes, but the radiant heat of the sun during the main part of the school period and the direct sunlight on the area near the windows were considered a disadvantage. For this reason, a 2-ft. canopy was extended over the heads of all south windows in the classroom section. The canopy shades the windows and permits a diffused light to enter the rooms, while protecting them against direct sunlight.

Basements for schools in this locality have proven generally unsatisfactory, and, with the exception of the boiler room, all floors were placed above the ground level. The boiler-room floor is 2 ft. below natural grade.

An extended concrete canopy shelters the main entrance and connects it with the public drive on the south side of the school. The canopy is 110 ft. long and is made of exposed reinforced concrete. It serves as a shelter for cars and school buses, providing a covered entrance to the building. In the opinion of the architect, covered entrances should be provided for all schools.

It was also necessary to obtain a plan that would facilitate economic and well-arranged expansion of the classroom section. The expansion should not appear as an alteration or cause any sacrifices in the utility of the present plan. A straight-line future extension on the east end was planned, this being a simple continuation of the main building and giving the same exposures.

Cast-in-place concrete piling was used for the foundations of the classroom building, gymnasium, and auditorium. The one-story shop and cafeteria are on shallow spread footings. The soil is a sandy-silt alluvial deposit. The piles are from 25 to 40 ft. long, supported by skin friction.



*In addition to this food laboratory the domestic science section includes a sewing room, laundry, and model home rooms.*

#### The Classroom Section

The three-story classroom section houses the general classrooms, science rooms, domestic-science department, business department, offices, clinic, etc. Toilet rooms for boys and girls are located on each floor.

The building is of reinforced concrete construction, designed in units 9 ft. wide. All the structural concrete columns are 12 in. wide and serve as window mullions, giving full width fenestration. The concrete floor beams occur at each column, and the canopy over the windows is monolithic with the floor system. The form of the concrete beams and columns appear in the rooms. The flat panels between the beams are covered with a fire-proof sound-absorbing material. This makes possible the high window sills.

#### Gymnasium

The use to which the gymnasium was to be put required that it be accessible to both the students and public, and plans were made for it accordingly. The gymnasium serves four general purposes: (1) physical education and games for the students during class hours; (2) interschool athletic competition; (3) lockers and dressing rooms for the school

team and visiting teams; (4) school and community social gatherings.

The windows of the gymnasium were arranged to shut out light from the ends of the basketball court and to make the use of skylights unnecessary. Practically the entire north wall is of glass in steel sash. Cross ventilation is obtained by continuous horizontal ventilation sash. The inside walls of the gymnasium are of painted brick, and the floor is finished in Louisiana pecan. Good acoustics are the result of using a fire-resisting roof slab painted on the exposed side.

The desired location for the band room was near the main foyer and sufficiently isolated to prevent objectionable noises. Although known as the band room, this area was designed to be used for a number of purposes. It serves as a small auditorium or theater, for school and community use. It is in more constant use than the large auditorium. Elevated platforms are located in front of the stage, and can be used to seat the band with the director on the stage or to seat an audience when the stage is being used for programs.

#### Auditorium

The auditorium is accessible from the main foyer as well as from two other entrances. The balcony is entered from the second-floor foyer. A seating capacity larger than that needed for general school use was considered advisable in order to better serve the community needs. A complete stage and loft designed for general theatrical use is provided.

The auditorium was designed in plan and section to obtain the best seating conditions for the size of the building, and to produce desirable acoustical conditions.

#### Cafeteria

The school authorities and the architect preferred that the cafeteria be placed in a separate building connected by a canopy to the main building. The delivery, preparation, and service of food are thus isolated from the school, and better natural lighting and ventilation have been obtained. The kitchen is located to obtain an expanse of north light.



*The woodshop is equipped with the latest type of power-driven machinery.*





*For maximum service this beautiful and spacious auditorium, larger in capacity than that usually recommended for schools of this size, has been built.*

#### The Shop Unit

The shop unit has been isolated to prevent objectionable noises and to facilitate the handling of materials. The shop includes a hand and machine working room and a mechanical-drafting room. Both of these rooms receive full north light.

All instructional spaces are fully equipped for artificial lighting. Classrooms, auditorium, and band room are provided with electrical outlets for visual education.

A sound-distribution system is installed, with master control in the principal's office. This system provides a selective two-way speaking system between the principal and

any selected room or rooms. Public-address equipment is provided for the gymnasium. The sound-distribution system is equipped with radio and record-playing features.

The superintendent of schools requested the use of various color combinations for different rooms. The colors were selected from the full color range and varying intensities were used. Two or three different colors were used in each room. It has been encouraging to discover the amount of interest the pupils and teachers display in the variation of colors, and it is evident that the use of colors to this extent produce a general interest in color.

The ceiling of the auditorium, the band

room, the library, and the classroom corridors are treated with an efficient sound-absorbing acoustical tile.

The economy and simplicity of the construction are reflected in the very low cost of the building. Thirty-two cents per cubic foot covered the cost of the building, including a 6 per cent architect fee. The entire project, handled by the architect, also included improvements on the existing buildings, the athletic field, and a new high school for colored students, as well as the planning and supervising of the road, landscape work, and planting for the new high school building. This was a PWA project supported by a \$300,000 bond issue of the school district.



*Exterior view of the cafeteria and auditorium.*



*General Exterior View, McPherson High School, McPherson, Kansas.—Lorentz Schmidt, Architect, Wichita, Kansas.*

## The McPherson High School

Intelligent cooperation on the part of Architect Lorentz Schmidt, Superintendent R. W. Potwin, and the department heads of the school has built beauty, permanency, and efficiency into the McPherson High School, McPherson, Kans. Housing the \$12,000 art collection of the McPherson city schools, the school furnishes an aesthetic and cultural background for the local youth which reflects the traditional good taste and character of the community. At the same time, fine shop and home-economic systems provide a wide field for vocational preparation.

The McPherson High School is a functionally designed building in four sections: (1) an auditorium unit, (2) a physical education unit, (3) a vocational unit, and (4) an academic unit. The opening of any one section does not necessitate the opening of the rest. The plant will accommodate approximately 600 pupils.

The building is a U-shaped structure of brick of variegated colors, with Bedford Stone trim. It is entirely fireproof in construction. In preliminary educational planning the layout of the building was carefully studied to give the greatest amount of usable space within the projected cubage and to incorporate all of the latest planning and equipment items of convenience so necessary for the proper operation of a modern school.

The corridors are spacious and adequate to handle rush traffic between classes. Trophy and display cases of pleasing architectural design have been built into the walls. The floors are of asphalt tile. The walls between corridors and rooms are sufficiently thick to have

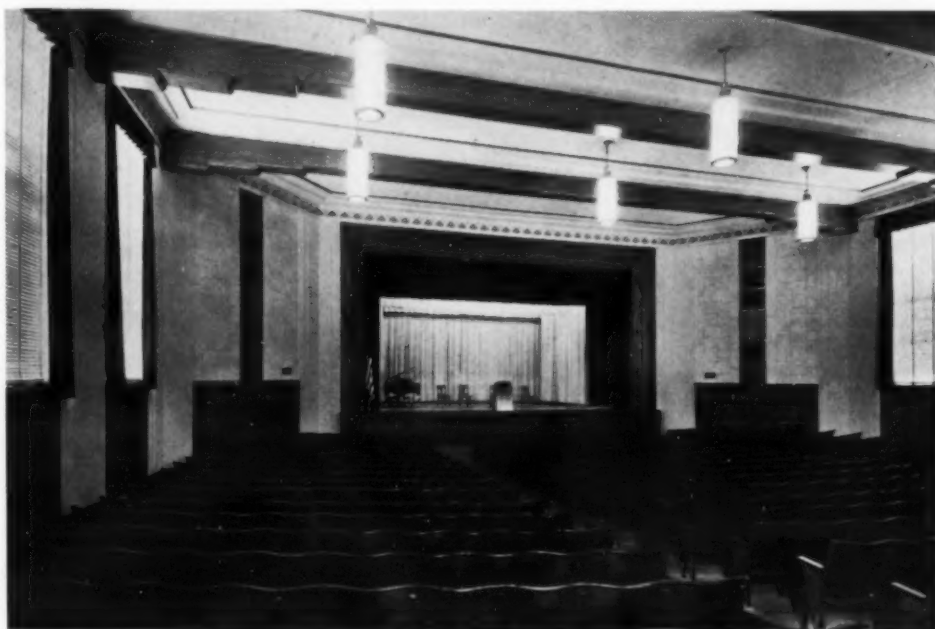
585 student lockers recessed in them. Stairways are of terrazzo and tile, separated from main corridors by fire doors.

The academic rooms will accommodate 35 to 40 pupils as maximum capacity. Each room has a private teacher's closet and large bookcases. All classrooms have large windows shaded with Venetian blinds. Floors are of linoleum, and desks are of the movable-chair type.

On the first floor of the academic unit are located the administrative offices, biology laboratory, physics and chemistry laboratory lecture room, four classrooms, two toilet rooms, and a rest room for men teachers.

The home-economics department, cafeteria, library, art room, two classrooms, two toilet rooms, and a rest room for lady teachers are on the second floor.

The library has been especially designed to



*The auditorium is in reality a beautiful small theater equipped for all school assemblies and dramatic presentations.*

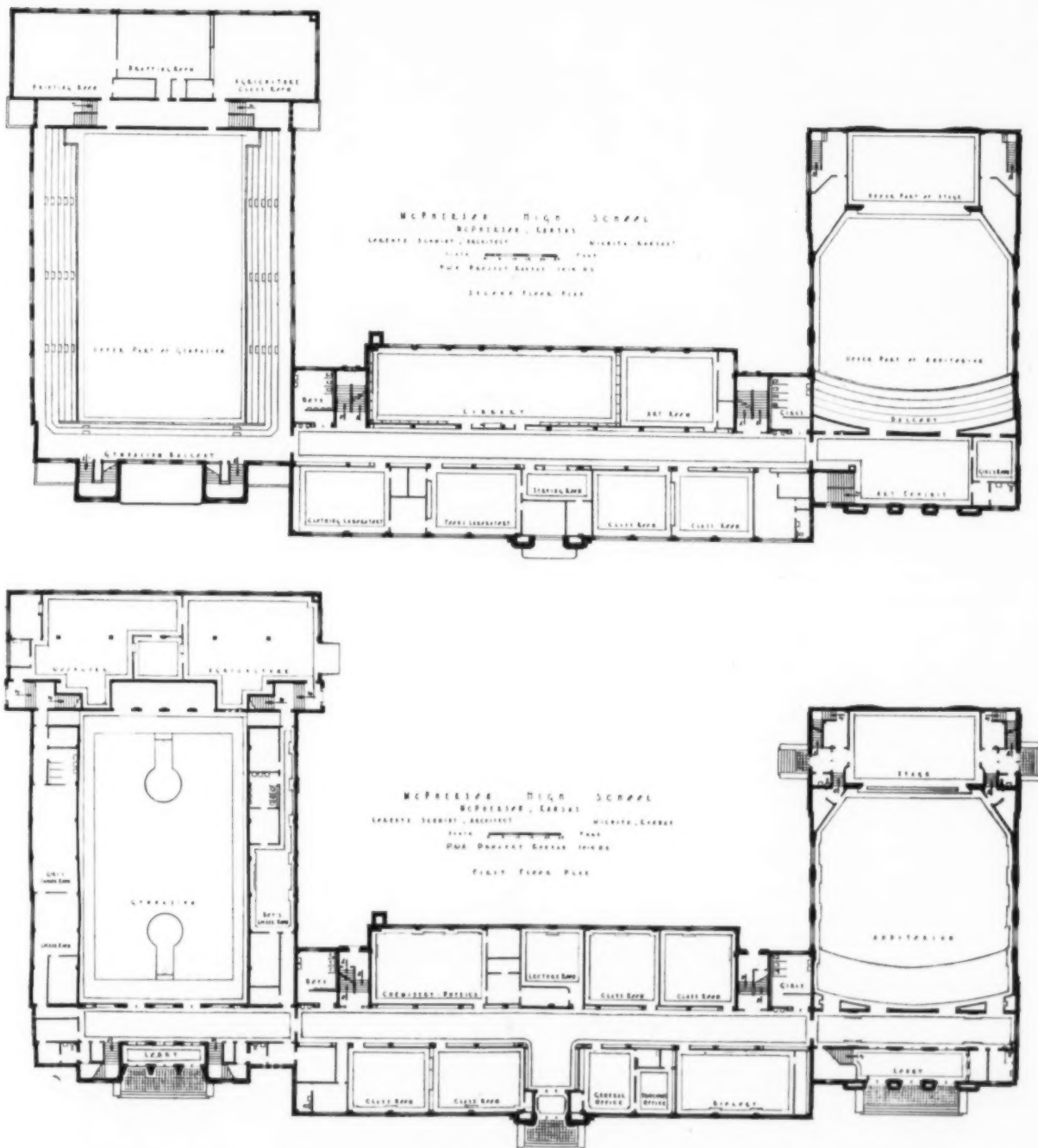




*The school library on a busy morning.*



*A biology class in session.*



*Floor Plans, McPherson High School, McPherson, Kansas.—Lorentz Schmidt, Architect, Wichita, Kansas.*



*The gymnasium wing.*



*The library has been entirely designed and equipped for happy, efficient reading and study. Semi-indirect lighting, noiseless rubber tile floor, and an acoustic ceiling add to the beauty and quiet of the room.*

be a spot of beauty. All cases, the charge desk, and wainscoting are of oak and designed for this particular room. Lighting is indirect with specially designed fixtures.

On the third floor of the academic unit are located seven classrooms, the bookkeeping room, the typing room, a speech room, and two toilet rooms. The three divisions of the commercial department, typing shorthand, and bookkeeping—are separated by sound-proof, double-glass partitions which make it possible for one instructor to supervise the entire department and also stop the radiation of disturbing noises. The speech room has a small stage with cyclorama setting and lights and is darkened for visual education, which makes this room not only of value for school purposes, but of use for assembling community groups of moderate size.

The physical-education unit includes a gymnasium which will seat 1000 people and has a playing floor of maximum size, boys and girls dressing and locker rooms, offices for the boys' physical director and girls' physical director, and a clinic room for the school nurse.

The auditorium unit consists of the auditorium, with a seating capacity of 925, a large band and orchestra room, an art gallery, and rest rooms.

Light fixtures in the auditorium were espe-

cially designed by the architect. Draped and furnished to create an artistic effect, the ceiling is designed with heavy oak beams and the lower part of the walls are paneled in oak.

The walls of the art-exhibit room are lined with 1½ in. white pine over which heavy monk's cloth is stretched to make a neutral background for all pictures. The wood backing makes it possible to hang pictures in places most suitable for them. The entire auditorium unit, music room, and art gallery are acoustically treated.

The vocational unit consists of five large shop rooms providing for woodwork, drafting, electrical work, sheet-metal work, auto mechanics, printing, and vocational agriculture.

The ceilings of the entire building are of a sound-absorbent and fireproof wallboard material. The electrical equipment consists of lighting, clocks, bells, and a public-address system with loud-speakers in all of the principal rooms. Electrical outlets for visual education have been installed in all classrooms and in the auditorium.

The cost of the building was approximately \$376,000 which includes site, paving, walks, building, and equipment. It was financed by a bond issue amounting to \$192,000, a PWA grant, and a small sum taken from a general fund.

## SCHOOL-ADMINISTRATIVE POLICIES

The school authorities of Ames, Iowa, have outlined their concept of the importance of holding to definite school policies. Supt. Leonard A. Steger, in a recent report, stresses policies which give guidance and momentum to the administration of a school system. He says: "A philosophy, or a system of policies, serves as a guide to chart the way and to give point, direction, and pattern to any program. It is obvious that in such a broad field as education, certain clearly defined policies are needed if the individual and society are to get the most possible good from the programs of education sponsored by the public school system. This clearly defined system of policies must be modified from time to time so that the school and society may more effectively contribute to its common goals. Many individuals play a part in shaping a system of policies for the schools. The administration has the responsibility of stating this composite philosophy of the school's aims and ends so that it may effectively serve as the guide for which it is intended.

"It is the aim of the present school administration to foster a program which is based on the best educational trends and practices. The program will be planned to meet the needs, interests, and abilities of the school-age pupils of the community in a manner commensurate with our ability to interpret educational needs in terms of the future social scene.

"While it is our wish to carry on a comprehensive educational program of the type which is most needed by our pupils, we must not lose sight of the fact that all departments of the school system must operate within a carefully defined budget. Although a carefully followed budget implies the operation of each department economically, it does not restrict engaging in new educational activities which are deemed to have merit.

"In the Ames schools, old practices are not rejected because they are old; neither are new policies accepted because they are new. However, new theories, new trends, and new practices are being sought after continuously and being applied in those teaching situations where their applications will improve instruction. Pupils are being provided with as many opportunities as teachers are able to give them in the allotted time and with the facilities available.

"The separate duties of the board of education and the superintendent of schools in determining and carrying out policies are stated below:

"1. The board and the superintendent of schools should jointly determine the policies of the schools under their jurisdiction.

"2. The board should officially approve those policies.

"3. The superintendent of schools should be held responsible for and allowed to carry out the details of those policies."

## NEW YORK SELECTS STODDARD

The New York State Board of Regents has selected Dr. George L. Stoddard, of the University of Iowa, to succeed Dr. Cole as Commissioner of Education for the state.

Dr. Stoddard is perhaps best known for his studies of children's intelligence and for his insistence on the theory that schools can, and do, improve the intelligence level of boys and girls. Doctor Stoddard, who is 44 years of age, comes with some knowledge of conditions in New York state, particularly in New York City.



# *It Was Said in Atlantic City—*

## **PRESIDENT'S ADDRESS**

**John T. Cate, President of the  
N.A.P.S.B.O., Glendale, California**

In these rapidly changing times, it behooves us to continue our research work in all departments of school administration so that we may be able to disseminate up-to-date information to all our membership. With the increase of school functions to include recreation, health service, adult education, training for defense, transportation, feeding of students, etc., the efficient expenditure of school funds is taking on an ever growing importance. Operations must accord not only with local established standards, but must conform with the best practices prevailing throughout the country. Our association affords the opportunity for the realization of this purpose.

In planning for the future, the association should consider the following suggestions:

1. *National Defense*—A resolution was adopted at the Detroit convention and sent to the proper authorities, stating that federal need for vocational education should be handled through the public school administration and not through any other agency. So far it has been handled in that manner. Procurement and priorities in connection with the purchase of supplies and equipment for the public schools is one of our major problems during the present emergency.

The National Defense Program, through the Office of Production Management, has already placed on the "critical" list a great many items of material that are essential to the continued operation of the schools, and inestimably essential for the teaching of defense training classes, and each day sees more items added to this "critical" list.

Every day it is becoming more difficult to obtain such material, except on priority orders or preference ratings, and it is apparent that some definite and concerted action must be taken *now*, if courses, such as you have planned, are to continue. While some jobbers have, at the present time, better than normal stocks on hand, it is apparent that it will be practically impossible to replace many items unless the government recognizes the schools as essential for the training of youth in the defense program.

2. *Legislation*—It is the responsibility of the association to sponsor and support legislation which will increase the efficient business administration of schools.

3. *Reduction of Fire-Insurance Premiums*—The problem of fire-premium reduction has been studied by our national and state associations for many years. The California association has succeeded in obtaining an attractive rate reduction for all the school districts in the state, and there is no reason why consideration should not be given this problem nationally.

4. *Retirement for Noncertificated Personnel*—The Social Security Act does not make any retirement provision for school

employees. A few states have taken the initiative and provided adequate retirement programs for noncertificated personnel. Our association should do everything possible to further such programs in other parts of the country.

5. *The State Organizations*—It is essential that the national association foster and sponsor state and regional organizations in various sections of the United States and Canada. Michigan, New Jersey, Ohio, Iowa, and California have successful state associations with many fine accomplishments to their credit. Due to local problems, these organizations are equal in importance to the national association, although neither can fulfill the function of the other.

6. *Centralized Testing of Materials and Equipment*—Serious thought should be given to the development of some central agency or agencies to provide for adequate testing of materials and equipment used by the public schools, particularly for the smaller districts. Some of the large city districts have been able to provide this service for themselves. The United States Bureau of Standards is making a definite contribution to the testing of equipment.

7. *Professionalization*—Feeling that we should continue to plan for increased stand-

ards of professional achievement in the school-business field, and that it was the responsibility of our own organization to make an exhaustive study of this matter, a research committee was appointed this year.

The value of this organization may be measured by the contribution it has made to the improvement of public education. We have every reason to be proud of the achievements of the association. We have serious national problems today, and there is a greater need than ever before for straight thinking and efficient action. Most of us have jobs that, well done, fit not insignificantly into the total picture of defense. Most of us have the responsibility for the treatment and recognition of many other employees of the school system. Let us discover better methods of operation, so as to make their tasks easier. Let us try, by pooling our experiences and working together in committee, to raise the scale of living for them. Let us assist in sponsoring and developing adequate retirement systems so that those in the lower pay brackets can live decently and proudly when they have lived the age limit. It is our responsibility to represent our employees at the council table. Let us develop a consciousness of our responsibility for the safety of the children entrusted to our care.

## **APPRAISAL OF BUILDINGS FOR INSURANCE PURPOSES**

**A. S. Nibecker, Jr., Los Angeles City School District, Los Angeles, California**

An accurate appraisal of the reproduction costs of an existing building is difficult to make and involves a technical knowledge of the principles of valuation, depreciation, and the various methods of determining reproduction costs or replacement values. Satisfactory and reliable results can best be obtained by consulting someone thoroughly familiar with building costs and construction. Appraisals made by incompetent people are not reliable in most cases and will often lead to misunderstandings and trouble. Even appraisals made by competent and conscientious men will vary and no two of them will give exactly the same results. Contractors' bids often vary greatly on a given job and identical quotations are either accidental or represent collusion. A building appraisal can therefore vary within certain reasonable limits and still be acceptable.

### **Three Methods of Building Appraisal**

1. A quantity survey of a building, when done by someone fully qualified, gives the most reliable reproduction cost. This procedure is somewhat like that followed by a contractor when submitting a bid. It involves a detailed quantity analysis of the various elements entering into the structure. Unit prices for each of the items in the quantity survey are then developed, taking into account the present costs of material, labor, equipment,

freight and cartage, installation, overhead costs, and labor efficiency which might be encountered in reconstructing the property as it exists on the date of the appraisal. The reliability and provability of such an appraisal is obvious. However, the expense of appraisals of this type might not justify the additional accuracy over other methods. The procedure is frequently justified when used with unusual structures. The cost when depreciated for the age of the building will give the present-day value.

2. The original contract price of a building gives a sound basis for future appraisals, provided the plans and contract documents are available so that all items included are definitely known. In cases where separate contracts have been let on such items as wiring or painting, the exact knowledge of what the contract included is essential. The original value, when adjusted properly for variations in building costs and for depreciation will result in acceptable appraisal figures over long periods of time. For instance, a structure costing \$100,000 in 1937 might have cost only \$80,000 to build in 1932, and \$110,000 in 1941. The figures given are illustrative only and are not intended to indicate actual variations in building costs. Building cost indexes have been published over a long period of time by several agencies. These, however, apply only in the specific territory where the

## Briefs of Papers Read at National Association of

material prices and labor rates upon which they are calculated prevail and it is important that the selection of a reliable index should only be entrusted to someone familiar with building costs. Appraisals arrived at in the above manner should be as reliable as any, bearing in mind that the original contract price must be determined with the certainty that all pertinent items of cost are included.

3. One of the most widely used means of arriving at the cost of a structure is by applying a cost factor per square foot of floor area or per cubic foot of volume. Architects, contractors, and engineers use this method quite generally in estimating the cost of proposed structures. With any building, it is rather simple to determine the floor area, or cubic contents. Multiplying either by an appropriate cost factor gives a reliable building value. Here, again, these measurements are useful only in the hands of those who thoroughly understand their limitations, but may be quite misleading if applied without discrimination. Buildings having the same volume of floor area may have entirely different shapes, with more or less exterior walls, partitions, and roof areas, and have a greater or less cost. Structures with the same floor area may have different ceiling heights and roof arrangements, and have different volume. Buildings similar in size may vary considerably in the quality of materials and workmanship. Most contractors, architects, and engineers, however, keep accurate cost records, and are able to use good judgment in the selection of the unit costs to be used.

Each individual may have his own ideas as to just what floor areas should be included and how much allowance should be made for footing excavations, parapets, or the like. Therefore, if a unit cost per square foot or cubic foot is obtained it is important to get the detail as to how the figure was obtained. To avoid mistakes and errors, it is usually wise to secure a cost per square foot or per cubic foot from two reliable sources such as an architect and a contractor, or an engineer and a contractor. Any wide variation in figures would indicate the need of further investigation and a fairly close agreement in general should give a reliable average figure.

Of the three methods given, the square or cubic foot method is probably the most practical. When applied with care, it is an accurate method and its use does not involve great expense. The necessary unit cost figures can be procured in most any area, without too much trouble. Once a reliable reproduction figure has been established, it can be used for a considerable period of time, when adjusted properly for construction-cost variations, depreciation, and exclusions.

### Contents

To arrive at the value of the contents of a building, the ideal system would be a perpetual inventory with periodic adjustments for fluctuations of values and depreciation,

but this seems impractical in most cases. However, a physical inventory made once a year, showing the cost at the then prevailing prices, would be advisable.

### Depreciation

The determination of the accrued depreciation to be deducted from the replacement value of the building is simply a multiplication of the number of years the building has been built by the established rate of depreciation. The rate of depreciation is dependent upon the class of construction, the quality of construction, and the maintenance policy of the district. Some appraisers allow a relatively high depreciation for the first years and a decreased rate in later years. Others feel that a simple yearly rate is more desirable.

There seems to be no agreement between appraisal authorities as to the rates for depreciation of equipment as compared to rates of depreciation for buildings. The maintenance, repair, and replacement policy of the individual school district will largely control the

rate. Marshall and Stevens suggest an average depreciation rate applying to plant equipment as a whole of 3.3 per cent with a salvage value of 13 per cent. Cooley used 8 per cent for furniture and fixtures, Starrett suggests 5 per cent, and the *Appraisers and Assessors Manual*, by Prouty, Collins, and Prouty, indicates 4 per cent. Calculation of depreciation for each individual item of equipment for insurance purposes becomes an almost impossible task and no real benefit would be derived. Most school districts have a fairly well-established maintenance and replacement of equipment policy, and from this it is possible to determine a flat average depreciation which will serve the purpose in insurance work. Some allowance might well be made for the first few years after a new plant is established, as there is a minimum amount of refinishing and replacement of equipment. Assuming regular replacements and a high standard of maintenance, a flat depreciation of 25 to 33 1/3 per cent appears to be quite reasonable.

## RETIREMENT PROGRAMS FOR NONCERTIFIED PERSONNEL

Arthur B. Moehlman, Professor of School Administration, University of Michigan

Prior to the first World War, little attention was paid to noncertified school personnel with respect to quality and conditions of work, tenure, or retirement. In the first place, politics dominated the public school systems in most states almost completely in respect to noncertified personnel and even to an unusual extent with respect to certified agents. Then, secondly, the professional educator had an attitude of indifference to nonprofessional personnel, an attitude of superiority, as it were.

### Changing Attitude Toward Non-professional Personnel

But the development and progressive acceptance of the functional concept of education after the first World War are resulting in a gradual realization and understanding of the actual importance of custodians, engineers, maintenance specialists, and clerks. Greater emphasis is placed upon selection and more attention is being paid to adequate salary schedules and to unsatisfactory conditions of work. The underlying administrative purpose is to provide conditions which will in turn produce more efficient instruction. Nor are these trends to be considered welfare activities.

While the beliefs and attitudes of superiority of professional personnel still permeate our institutions of advanced learning and many of our professional organizations, changing concepts have put them on the defensive and have thus weakened them considerably.

While a few local and state education associations have actually put their shoulders to the wheel in securing retirement allowances

for noncertified employees, the strongest efforts have been made by labor unions or by unions and independent associations of noncertified personnel.

There are three major possibilities for providing noncertificated personnel with retirement allowances. They include local, state, and federal systems.

The advantage of the local system is that they permit the more progressive urban school systems to provide tenure and retirement without waiting for application of the idea to an entire state. The disadvantages are obvious. The entire administration is usually too small to provide sound actuarial practice. Individuals are restricted to employment within a single district and seldom provide the highest type of administration. This type of plan is limited in scope and probably will not operate successfully except in large urban centers.

The state retirement system offers a wider base for operations and permits of flexibility in so far as personnel involved may accept employment in different parts of a state without losing their annuity rights. Although there is no difference theoretically, it is probably easier in actual practice to provide and maintain an actuarially sound system on a state than on an independent urban basis. Again, administrative experience favors the former.

Until 1935 the choice of retirement plans appeared to be between state and local plans. The enactment of the federal social security act in 1935 has created a third choice. Although state and federal employees were excluded from participation in the original and amended acts on the assumption that they were already well covered, amend-



## Public School Business Officials, October 13-16

ments have been introduced which would include them. Owing to the urgency of defense legislation, these amendments were not acted upon by Congress but will undoubtedly receive favorable attention in the near future.

### Federal Plan Offers Nationwide Coverage

The advantages of the federal plan for old-age retirement allowances are obvious. It is the most comprehensive of all plans with nationwide coverage. It transcends state lines, making it possible for noncertificated personnel not only to move from state to state, but also from public to private employment or reverse the process without losing their retirement rights. The contributor is allowed the maximum of freedom and the widest choice of employment. It requires a joint contribution by employer (the local board of education) and the employee. There is no forfeit clause and the insured cannot be excluded from benefits for reasons frequently operating in the case of special local and state plans.

The claimed disadvantages, as stated by state teachers retirement fund boards in their reactions to the proposed Wagner-McCormack amendment, may be summed up as the low ceiling of individual benefits under the federal law. It was felt that the maximum allowance under the federal social security act would be considerably lower than is compatible with a desirable professional level of retirement allowance. The retirement allowance "ceiling problem" is not so significant when applied to noncertificated personnel practice. Those states without provisions for either teacher or noncertificated personnel retirement plans are strongly in favor of inclusion within the federal pattern. While there are undoubtedly a number of delicate and involved questions that must be given careful legal consideration before accepting the federal plan in its entirety, its ultimate possibilities should not be overlooked.

There are five possibilities with respect to method of contribution to retirement plans for noncertificated personnel. The two extremes, total contributions by either the individual or the state, may be dismissed as belonging to another day. The three rational choices include joint contributions by the individual and by the state, joint contributions by the individual and the employing district, and joint or proportional contributions by the individual, the district, and the state.

The first plan is favored generally by those states still operating under the unreconstructed district system; the second is considered as the ultimately better plan, and the third probably represents a compromise in the minds of those who are uncertain about the true actuarial deficits incurred through the original inception of the plan or expected at some time in the future. If the noncertificated employees are finally blanketed under federal social security, the individual-

employer plan of matched contributions will undoubtedly prevail.

In conclusion, the conditions and trends may be summarized briefly by the statement that there has been a distinct trend since 1919 in favor of more satisfactory selection, tenure, and retirement allowances for noncertificated employees. At present, nine states and the District of Columbia have comprehensive plans and six other states have some form of local plan administered either locally or under the general supervision of a state agency. Thirty-four states do not now make provision for noncertificated employees. Those states now operating state or local systems favor a continuation of state control while the consensus of opinion in nonretirement plan states favors inclusion of this group under the federal social security act. Of one thing we may be certain: Whatever may be the method employed (state or federal direction), retirement annuity programs for noncertificated public school employees are bound to increase rapidly in the near future.

### THE PREVENTION OF VANDALISM IN SCHOOL BUILDINGS

Harold D. Hynds, Superintendent  
Plant Operation and Maintenance,  
New York City

Study of the repair statistics for the 900 school buildings operated by the city of New York discloses the fact that during the year 1939 a total of \$161,000 was spent by our bureau for the repair of damage done by school children through vandalism. Of this sum, which was subdivided into 52 separate items, \$23,000, or approximately one seventh, went for the replacement of more than 155,000 panes of window glass. The second largest item, \$17,000, went for the repair of damaged sanitary fixtures.

#### Vandalism v. Good Citizenship

Far more than for the expenditure caused by vandalism, I am concerned over the fact that a child who breaks a window with a stone, carves his initials in his desk, or steals or damages a door lock, handrail, or electric-light bulb, is not getting from his home training and his schoolwork the character-building lessons in good citizenship which should be instilled in him during the formative years of his life, if he is to be developed into a useful, honorable member of his community.

The answer to the problem of vandalism, then, falls right into the laps of the men and women who are charged with the education of our children.

Ingenuity and imagination are required to really put over a school program for the protection of public property, and the teacher must be able to depend on the cooperation of the custodian and the children's parents for this purpose. But if, as a result, children of school age are developed into better citizens, the effort will have been more than worth while.

### CENTRALIZED PURCHASING FOR SMALLER SCHOOL DISTRICTS

J. M. McCool, Assistant Purchasing  
Agent, County of Los Angeles,  
Los Angeles, California

Four years ago, the superintendent of schools for Los Angeles County saw fit to exercise the power afforded him by California State law to delegate to the county purchasing agent the duty of making the purchases of school supplies for those elementary districts that are governed by boards of trustees.

The assignment was not only accepted—it was welcomed as a challenge to prove the worth and practical value of the centralization of purchasing. Ninety-five elementary school districts who by this law are required to conform to the procedure, and six high and other districts, who do so voluntarily, were brought under the plan. While all of the purchasing for these schools had been done previously through the superintendent of schools office, the term "Centralized Purchasing" could be applied only in a very loose sense, for each district was treated and considered separately and as an entity within itself. There had been a minimum of standardization and an almost complete lack of specifications, without the use of standard requisition and purchase order forms.

A very close relationship is maintained between the purchasing department and the office of the superintendent of schools. Sometime during the month of December, usually, the superintendent of schools calls a meeting of the various superintendents and business managers of the school districts, this meeting being held in his offices. At that time, these gathered officials are given the opportunity to express themselves as to the efficiency with which the plan is working and to voice any criticisms, complaints, or appraisals of specifications, procedure, or of commodities that have been received during the past year.

Subsequent to this meeting, the collective voice of these officials is heard through a small standardization committee, consisting of a representative of the superintendent of schools office, four of the superintendents or business managers of the districts, and an assistant county purchasing agent. At their initial yearly meeting, possible improvements of procedure are worked out and recommendations planned for the addition or deletion of items to the standard list of school supplies which is to be adopted in accordance with the law, as previously stated, by the board of education. These recommendations are passed on to the board of education at their meeting in January or the first part of February, and at this gathering the standard list of school supplies which must be purchased by the elementary schools that are governed by boards of trustees, is adopted.

#### The Buying Procedure

The superintendent of schools transmits this list to the purchasing agent. The items are segregated into three divisions, namely, general, art, and janitorial. The total number of items is 275.

The office of the purchasing agent immediately prepares a request for prices covering the requirements of all the schools for

## Effective Cooperative Purchasing for Small Districts

the coming school year. No quantities are guaranteed to the vendors as to total amounts to be purchased, but in every instance the consumption for the past year is given to them as a guide in making offers. After the bids are received, the purchasing agent and his assistant analyze the prices, terms, conditions, and qualities offered and tentatively conclude the items to be purchased and the vendors to receive the awards. In the meantime, a meeting is called of the standardization committee, and at the appointed time, with samples present and all facts and quotations at hand, each and every item is discussed, affording members of this committee an opportunity to express themselves regarding any contemplated purchase or commodity.

Agreements are then formulated with the successful bidders, such agreements carrying the stipulation that deliveries are to be made to any and all of the districts from time to time on subsequent purchase orders, as the requirements of the districts demand.

### Unique Purchase Orders

Colonel Wayne Allen, purchasing agent for the county of Los Angeles, has worked out a unique system that is functioning perfectly in the manner of issuing purchase orders. The purchase order, covering the initial deliveries to the schools, is reproduced with the name of the vendor, a complete description, including full specifications, all prices and discounts and terms of the agreement. At least one copy of every such order is immediately forwarded to the school district. It is only necessary for the district to fill in the address and the date on which supplies are to be delivered, and the quantity wanted of each item, together with the signature of the individual authorized to so sign for the district. The orders having already been signed by the purchasing agent, with the statement thereon that the order is of no value until also signed by the authorized person or persons for the district, are mailed directly by the district to the vendor. Thus, in eliminating the issuance of a requisition to the purchasing department, with that agency typing individual purchase orders covering each requisition, a great saving in time and labor is effected. Copies, of course, of the orders are forwarded for record purposes to the purchasing department, as well as to the superintendent of schools office, with the district retaining copies for checking and accounting purposes.

It is practically impossible for any school to entirely anticipate in every instance its requirements for the full year. To provide for such exigencies, blank purchase orders are also issued to the districts that are presigned by the purchasing agent. The district in such reorders not only fills in the information as on its initial orders, but also types in the description of the articles to be purchased, together with the prices and terms. This information is available from the copies of the initial orders that have been retained in the district's files. No items not on the standard list can be added to such agreement purchase orders, and, of course, must always be issued to the vendors with whom the purchasing agent has made the contracts.

There are also many commodities, such as light globes, automobile tires, gasoline, furniture, floor coverings, machinery, etc., not on

the standard list, which the districts from time to time may and do request the purchasing agent to obtain for them. Provision is made for this by issuing to them a number of requisition forms. The district fills in the item required, and it is then forwarded to the purchasing agent who makes the purchase in his regular manner and issues an order out of his own office.

### Standardization is Progressive

In the matter of standardization, every effort is made to work in close cooperation with our Los Angeles board of education, and with the other school-business officials throughout the state. A real contribution has been made during the year 1941 by the standardization committee of the California Association of Public School Business Officials through the issuance of the "Handbook on the Selection and Procurement of School Supplies and Equipment." The complete compilation and issuance of this work is under the guidance and direction of a committee, of which Clyde S. Yerge, director of purchasing, Oakland public schools, is chairman.

What has been accomplished? Today, in spite of a tempestuous beginning, including personal animosities, the unusual political pressure against the idea, at the minimum a

general skepticism as to possible success of such centralized purchasing, the procedure is working, and working, I feel safe in saying, to the practically unanimous satisfaction of all concerned.

In the matter of economy, the savings in percentage is approximately 33 1/3 over prices previously paid.

Mutual confidence and understanding have made possible benefits to the districts, not only in this matter of economies, but also in that of expediting deliveries, qualities of products, and commodities, and has shifted from the district the responsibility of spending the districts funds for such commodities to that of the purchasing agent, who by profession and occupation devotes his entire time to this matter of procurement.

In the beginning, the statement was made that the ideas that had not been proven would not be discussed. No matter what the situation or condition, with the correct amount of cooperation and mutual confidence from all concerned, centralization of purchasing, if earnestly sought, can be developed and can be worked out to the benefit of the school and governmental officials, and to the taxpayer, who in the end is the one to be most concerned.

## A COOPERATIVE TRAINING PROGRAM FOR CLERICAL AND SECRETARIAL POSITIONS IN A SCHOOL SYSTEM

John W. Edgemond, Secretary and Auditor, Board of Education, Oakland, California

I shall present a brief statement of the cooperative training program for clerks that has been in use in Oakland for a number of years.

This plan as first originated had a twofold purpose: (1) to furnish practical experience to seniors in the commercial departments of the various high schools; (2) to furnish clerical help to schools that did not have civil service clerks.

The plan has been expanded to include the Merritt Business School, a special commercial school for high school graduates, as a part of our school system. This cooperative training program provides experience in an office situation to more than three hundred students each year.

At first the student did not receive any compensation for his services, merely credit in office experience for graduation. The present plan is much wider in its scope. A student clerk works three hours a day for one semester at a minimum hourly wage of 25 cents, and must be enrolled in classes a minimum of three hours a day. Merritt Business School student clerks may serve for an entire year, but most of the clerks assigned from Merritt secure full-time employment before the year is up.

Merritt Business School furnishes student clerks for the elementary and junior high schools and the school administrative offices. The senior high schools may furnish their own student clerks if they have seniors who can meet the requirements.

### Procedure of Appointment of Student Clerks

In the high schools, appointments are made from among the high-ranking seniors in the

commercial departments. These selections are made by heads of the commercial departments. In some of the high schools a preliminary examination is given, but in most of the high schools the procedure is to select from the best qualified students in the H12 commercial classes.

At Merritt Business School the student clerk positions are treated as scholarships open only to students who qualify in a competitive examination. This examination is given semiannually. It parallels as nearly as possible a regular civil service examination. The examination covers such skills as typing in its various phases, shorthand dictation, filing, arithmetic, and spelling.

From this competitive examination a preliminary list is made up which designates the applicant's proficiency so far as his office skills are concerned. The test in skill subjects counts 60 per cent of his final rating; the other 40 per cent is distributed as follows:

Scholarship .....	5 per cent
Working experience.....	5 per cent
Duplicating machines.....	10 per cent
Personality rating.....	20 per cent

For personality rating, applicants are interviewed by the supervisors of a placement committee.

After the competitive examination has been taken and the other qualifying factors have been determined, an eligible list is made up of those who have qualified for appointment positions.

The office procedures of the elementary schools are now uniform; the forms used, the filing methods, etc., are the same in all schools. A very complete "Handbook" for elementary schools has been worked out.



## Better Clerical Service for School Efficiency

This uniformity of procedure makes it possible to give a training course to prospective clerks. With this training and the assistance of the supervising clerk, a change may be made in clerks with a minimum of disturbance to the office routine.

In case of absence due to illness or other causes, substitute clerks are provided. This substitute work provides additional preliminary training for the students on the eligible list.

### Plan of Supervision

The supervisor of commercial subjects has general supervision over the student clerks. In the high schools, immediate supervision of the student clerks is done by the head of the commercial department or under his direction by the teacher in charge of the office practice work. High seniors of the commercial departments are assigned for clerical experience to the various offices or departments within their own school. The students assigned for office experience from Merritt Business School are supervised by the chairman of the office-experience department and a supervising clerk.

As most of the students assigned as student clerks from Merritt Business School are well advanced in their business training, there is considerable turnover in the clerks assigned to the elementary schools. The supervising clerk (an experienced civil service clerk) assists the new clerk in taking over her duties, working with her for the first few days so that the change is made without disturbing to any great extent the work of the office.

A quarterly report is made on the progress of each student clerk by the principal of the school or head of the office to which the clerk has been assigned. This report is discussed with the clerk by the principal or office head for whom he works and by the instructor in charge of the student clerks.

### Duties of Student Clerks

The duties of a student clerk assigned to an elementary school are varied. For this reason, the best qualified clerks are assigned. The clerk acts as secretary to the principal, and under his immediate supervision is responsible for the clerical work of the school. He meets the public, answers the telephone, types, takes dictation, files, duplicates lesson plans, notices, and bulletins, and compiles monthly and annual reports.

The duties of a student clerk assigned to a junior or senior high school or an administrative office may be more or less routine as these schools or offices have full-time clerks.

### Dismissal of Student Clerks

If the student's rating sheet indicates that his work is only fair or is unsatisfactory, a series of conferences is had with him and he is given every opportunity to improve the quality of his work or correct unsatisfactory traits. If after a fair trial (since this is a training program) the student is unable to handle the work of the office to which he is assigned, he is removed from the job. If his failure is due to a lack of skill, he is assigned to classes for additional training in the skill in which he is weak or deficient. If the difficulty is due to a clash of personalities, the clerk is transferred to some other position

and given an opportunity to make good in more favorable surroundings. More clerks lose their jobs in the business world through failure to get along with other employees than through lack of skills.

A committee, consisting of the assistant superintendent of schools in charge of elementary schools and a number of elementary school principals working with the supervising clerk, has prepared a handbook to be used in the training of the student clerks for elementary schools and for use on the job, such as: general rules and regulations governing student clerks; a directory of the Administration Building; personal assets; public relations; use of the telephone; procedure for child accounting and the preparation of the statistical report of attendance; samples of the different printed forms used in each principal's office with instructions for use and to whom they should be sent; suggestions on elimination of classroom interruptions; and, inventory and requisition procedure.

### Civil Service Clerks

The clerical and stenographic salary schedule ranges from an entrance salary of \$80 per month for junior clerks and stenographers to \$200 per month for office managers in the Administration Building, and from \$80 to \$135 per month in the schools.

Where there is need for an additional civil service clerk, the business manager requests the placement department to send to him five applicants for a personal interview. These applicants are selected from the list of student clerks whose efficiency records show that they have rendered satisfactory service, whose school records show that they have a high degree of efficiency in the skill subjects, and whose contacts with the public, either in person or by telephone, have been entirely satisfactory. After the interview, the business manager refers them to his office manager for a further interview to get her judgment as to personal appearance and personality. The final selection is then made.

If a vacancy occurs in a classification above the entrance wage level, the vacancy is filled by promotion. In order that the business manager may know who merits promotion, each department head submits an efficiency report on the employees in his office at regular intervals. This report has a twofold purpose—one, to recognize the employee whose services are entirely satisfactory; the other, to identify the employee who is not rendering the best type of service to the school system either through performance, personal qualities, or relationships.

It is the duty of each department head to organize the work of his office so that more than one person is familiar with the duties of at least one other person in the office. Employees are willing to do extra work necessary to familiarize themselves with the duties of another employee knowing that this will lead to promotion. If each employee is required to prepare an office manual of his duties, it will be easy to train someone to take on his duties when he is absent because of illness, on vacation, or promotion.

At the present time we have a number of employees, filling our most responsible clerical, secretarial, and accounting positions in

the school system, who first entered as student clerks.

### Advantages of the Cooperative Plan

1. It gives the student an opportunity to earn while he is learning.
2. It gives the student an opportunity to secure full-time employment in the school system with a minimum of experience.
3. It furnishes clerical and secretarial help to all schools regardless of size.
4. It is a saving to the district by employing clerks for entrance positions at a lower entrance salary level than would be possible if only experienced applicants were employed.
5. It keeps the school district out of politics by requiring all applicants to take a selective entrance examination in order to be placed on the preferred list from which appointments are made.
6. It makes it possible to promote employees without upsetting the regular work of the departments affected.
7. It encourages the employees to do their best work in order to be in line for promotion.

### THE ECONOMIC SELF-SUFFICIENCY OF AMERICA

Theodore G. Joslin, Director,  
Public Relations Department, The  
Du Pont Company

My purpose is to demonstrate that the United States is more sufficient unto itself than any other nation through accomplishments made in peacetime for peacetime as well as emergency purposes, accomplishments, by the way, that will be vastly helpful to us when peace comes again to this troubled world. This may seem an exaggeration in these days of material shortages necessitating priorities and more priorities. Yet it should be borne in mind that the strain of today is due not to the needs of the United States alone, but to this country being, as the President has expressed it, "The arsenal for all the world's democracies."

Perhaps the story can best be told by drawing contrasts, item for item, between conditions in 1914, when the first World War began, and 1941. [To illustrate how our economic status has changed since 1914 the speaker outlined some of our native accomplishments, including the extraction of nitrogen from air; the manufacture of a camphor (which formerly came only from the trees of Formosa), optical glass, a substitute for potash, dyes, and synthetic urea; the discovery of new materials such as nylon and neoprene (a synthetic rubberlike material), and substitutes for use as medical supplies.]

There is yet another phase of the self-sufficiency story which should be touched on if only briefly. To put it in the form of a question: What has made this chemical revolution possible?

The new chemical kingdom which has contributed so greatly to our comfort, health, and national security, has been established only by the most patient research. This kingdom is being held, and continuously expanded, by an army of 70,000 research workers in 3,500 industrial laboratories scattered throughout the length and breadth of our land. The maintenance of this peaceful army costs industry an estimated \$3,000,000,000 a year.

## Finance, Budgets and Insurance Programs

Give profound thought, if you will, to a most pertinent consideration because of the times in which we live. All of this effort, all the accomplishments made, have been the results, the dividends if you prefer, that have come from the private enterprise system. They have been achieved in periods of prosperity and depression alike. They have come from initiative, venture—in words anyone can understand, from the American way of life which must and shall be preserved. They have come despite any and all discouragements. No totalitarian power on earth can begin to approach the high tide of attainments realized by free peoples.

Research, it should be emphasized, sometimes is successful, more often than not unsuccessful. There are more stories of failure than success. No one of the chemical products I have mentioned came from the wave of a magic wand, ready for man's use. Instead, there have been years of search and toil, often devoid of profit. Not infrequently it is easy enough to make something new in the laboratory, but it is something else again to translate the laboratory production into commercial production, in other words, to create for wide consumption a new product which is useful, practical, and better than any product already on the market.

By no means do the items I have mentioned, or the research I have briefly outlined, represent all of the accomplishments that American scientists and American industry have achieved since the first World War. Nor are these achievements as yet wholly sufficient to meet all the emergency needs confronting this nation and those nations overseas which ask more and yet more of the materials which must be used in times of great emergency. Nevertheless, our diversified chemical industry has contributed very materially to our independence of foreign sources of supply for materials vital to defense, industry, and agriculture.

As a final word, I can say with all sincerity that this nation, through industrial chemistry and the employment of "venture capital," has the highest degree of self-sufficiency enjoyed by any country under the sun, more, the gains achieved in the past quarter of a century will certainly play a part in bringing ultimate success to the cause of the right, and making this, we profoundly hope, a better world in which to live.

### DISTRIBUTION OF STATE AID IN MICHIGAN

**C. L. Taylor, Director of Finance and Accounting, Department of Public Instruction, Lansing, Michigan**

For the distribution of funds, the present Michigan State Aid Law establishes a basic program of \$975 for the first 15 pupils, plus \$12 for each pupil above the fifteenth which is composed of a 2¾-mill tax on the equalized valuation of the district, the Primary School Interest Fund, and the balance, if any, is state aid. These programs are proportionately increased as the number of teachers employed and the average membership increases until a school, having 120 elementary pupils and 5 teachers, is allotted a per pupil allowance of \$55. For a school having more than 95 pupils in the secondary grades the rate is \$75.

The present state aid law recognizes the

difference in cost of living in school districts having a resident membership of 3000 or more. The elementary program in such cities is based on \$57 per average membership pupil, and the secondary program, on \$77 per average membership pupil.

It should be noted that the Michigan State Aid Law emphasizes and encourages a balanced teacher-pupil ratio. Also the increased allowance for the larger units of administration encourages the consolidation of school districts.

Another feature of this law is the provision for transportation. School districts organized as township school districts or rural agricultural school districts that naturally cover a large area are reimbursed for their cost of transportation. This also applies to small school districts that find it more economical to transport their children to other schools than to maintain their own.

The Michigan Legislature, recognizing the problem of the cost of high school tuition, has provided that rural boys and girls who have completed the elementary grades in the rural schools may have their tuition paid by the state. This payment may not exceed \$100 per year.

Other provisions in the state aid law require that each district, in order to qualify for state aid, must have a school term of at least nine months and must levy a tax of not less than 4 mills. The law also limits the use of state aid funds to the payment of salaries of teachers and other employees, as well as heating, lighting, ventilation, and water service.

The people of Michigan do not claim to have a perfect state aid bill or in any sense to have completely solved the problem of distribution of state aid. They do, however, feel that they are approaching a solution of this problem on a rather scientific basis.

### INTERPRETING THE SCHOOL BUDGET TO THE TAXPAYER

**Harry M. Howell, Assistant Superintendent in Charge of Budget, Los Angeles City Schools, Los Angeles, California**

Due to rapidly rising costs of local and Federal Government, citizens are becoming more and more tax conscious. In most instances they receive the news of mounting school budgets, as well as other budgets, with considerable doubt. As a result it is of vital importance that the public be informed regarding the educational program and the financial administration of the schools.

There are several outstanding reasons for keeping the public enlightened as to the administration of the schools. First, it is the public's money we are spending. Second, the public is being asked to pay heavier taxes for the support of local, state, and federal agencies of government, particularly the latter due to the National Defense Program. Third, the great majority of taxpayers, being unable to make studies of technical and statistical data, are forced to rely on a type of information that is not always for the best interest of the schools.

If the general public is to become acquainted with the program of public education and the financial administration of the

public schools, it will be necessary to supply the layman with a brief, understandable statement of what the schools are doing and how much they are costing. A budget to the average person means a mass of figures which only an accountant can readily interpret. In attempting to break down this resistance, certain school systems have developed with some degree of success, a budget brochure which tells the story of the school budget in a simplified fashion, using pictures and charts whenever possible.

In Los Angeles this pamphlet is published under the title of "The Tentative Budget," and the forward clearly emphasizes that a final budget will not be adopted until the public has had an opportunity to be heard. A standing mailing list of over 2000 groups, representing more than 500,000 persons, is maintained.

The first few pages of this budget are devoted to the aims, aspirations, and philosophy of the school curriculums. Contained in the second section of the pamphlet is a thorough analysis of the school's financial affairs.

Schools should not make the mistake of engaging in public relations only at budget periods or times of financial stress. For general information at all times throughout the year, Los Angeles annually publishes what we refer to as the "Financial Data" booklet. Of a handy pocket size, it contains 10-year statistics on such subjects as tax rates, school expenditures, etc., as well as information on the valuation of school property, number of schools, and the like.

California is probably one of the few states that by law requires an annual public hearing on the school budget prior to its final adoption. I might add that such hearings are also mandatory for city and county budgets in our state.

By wide distribution of the budget brochure and by extensive newspaper publicity in advance of the public hearing on the school budget, the taxpayer has had an opportunity to analyze the tentative budget and become well informed about the expenditure program.

### AN INSURANCE PROGRAM FOR THE SCHOOL BOARD

**Drummond J. McCunn, Assistant Superintendent, Pasadena City Schools, Pasadena, California**

There are situations in which suits for damages can be brought against some individual member or members of boards of education on the ground that accidents were caused by individual acts of negligence of the trustees or board members. This can happen even when the board itself is not liable.

Certainly members who give their services to a public cause are entitled to have protection against claims for damages for accidents that may be alleged to be due to their acts, and they should protect the funds committed to their care against loss because of personal injury claims.

Suits and judgments against boards of education have followed injuries of many kinds, usually sustained by pupils but sometimes by others.

It is essential that extreme care should be

(Continued on page 68)



# External Influences Affecting a Normal School Day

By One Who Was Influenced

It all happened on the day the supervising principal was summoned to the state capital for an interview with an official of the department of education. Looking back over the events of that day one cannot help being amused at the way in which fate entered into matters on the very day when the "boss" was not there to share the experience.

It was like this. Early last winter, one of our high school teachers, a captain in the Officers' Reserve (Coast Artillery, U. S. A.), was called to service. This left a vacancy to be filled, in a hurry, an assignment which we were able to fulfill by promoting one of the elementary school teachers who had completed all academic requirements for his degree at a college across the line in a neighboring state. He was, however, temporarily handicapped by the fact that he would not receive his degree until June and could not, therefore, be certificated until that time. Thereupon, he was granted temporary certification in the emergency by the county superintendent.

## Mahomet Goes to the Mountain

Meanwhile, two things happened. First of all, rumor had it that this teacher would not be permitted certification even in June because of the nonaccrediting of his college by our state school department. This led him to apply for a like certificate in the neighboring state, and it was immediately granted him. Secondly, this teacher, now somewhat discouraged by his own state's hesitancy, began to consider moving elsewhere and while involved in these speculations became interested in the suggestion of local Boy Scout officials that he think over the possibility of engaging in Scout Executive work as an occupation. This appealed to him very strongly since scouting had been his sideline for some eight or ten years during which he had been scoutmaster over a group of local boys and thereby held the good will of an entire community. These two facts, his certification problem and his Boy Scout offer, prompted our school board to act in his behalf. I was delegated to go to the state office of education and plead his certification cause. An appointment was granted for early afternoon the very next day so that it became necessary for me to leave early in the morning in order to arrive on time for the appointment. The office secretary was the only school person who knew of my early departure. Neither pupils nor teachers were aware of the principal's absence.

Now comes the paradox. I was in the state capital for the purpose of ironing out a rough spot in the relationship between my school and the state department. Representing my school board, I went to the state school authorities for help which, incidentally, was granted as a result of the interview. But while I was gone on this mission to the

state the state came to my school in two different ways and in widely divergent capacities.

Right before dismissal for noon lunch period a state safety inspector walked into the high school and demanded of the custodian access to a fire-alarm box. He immediately sounded the alarm and the pupils, somewhat confused because of the imminence of the lunch period, did not hurry out as fast nor as orderly as in normal fire drills with the result that the inspector was entirely unsatisfied. He so notified both the custodian and office girl and proceeded to summon the local fire chief and members of the school board into session. He told them that the school's panic bolts had to open more easily, corridors had to be entirely clear of obstacles, a new door latch had to be provided, and new quarters had to be found for housing the power lawn mower and gymnasium horse. No auditorium chairs were to be stored in hallways hereafter. Subsequent letters from his chief made mandatory the inspector's demands and included a terminal date for compliance therewith, or else.

## Mountain Comes to Mahomet

That was how the state first came to us that day — the day on which we went to the state. The state's second visitor that day was in the person of a representative from state NYA headquarters. He wanted to see the principal but was informed by the office girl that that individual had gone to that very selfsame capital from which the official from NYA headquarters had just come. Thereupon, he spent more than an hour going over the school's NYA student work program. He wanted to see the time sheets, our pay-roll records, our work schedule. He said that the state would thereafter check more closely on schools in their handling of the student work program and warned the office girl that we would no longer be permitted to call the

activity "student aid." It must be known as student work with the emphasis placed on the work and not on the aid. He criticized adversely our method of keeping work records, inasmuch as we were not compelling teachers and custodians to keep detailed time sheets. This we were directed to begin at once and two types of record were left of which we were to adopt one. Then, too, we were giving work to too many students. Next year we were to cut the number of workers so as to provide more pay to those who were permitted to remain. He left with the promise that a return visit could be expected next year. Thus did the state come to us twice that day — the day when we went to the state.

The day's climax came with disastrous results in the grade school building. About noon, the janitor discovered that sewer water was seeping into the basement. An examination of the situation disclosed that the septic tank overflow was clogged and back water was entering the building. This seriously hampered toilet facilities for the pupils who were sent home early for the noon hour by joint consent of teachers, janitor, and school board, with the stipulation that if the difficulty could soon be remedied they were to return after lunch. Some pupils became confused, and believing they had been dismissed for the whole day, did not return.

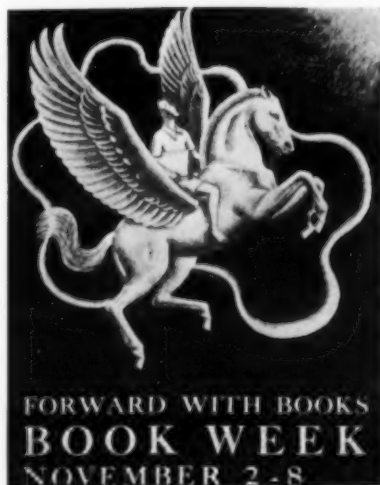
In the midst of the school-board's outdoor session with the custodians of both buildings who were attempting to reach the sewer obstruction the state safety inspector, heretofore mentioned, put in an excited appearance and commanded the attention of the board on the matter of high school safety. In the meantime, the janitors procured the services of professional helpers who emptied the septic tanks and located the trouble. Near-by poplar trees had projected their roots into the overflow, solidly cutting off its outlet. Some quick tree surgery soon had the obstruction removed and the system functioned properly once more. But not all the pupils received a full day's education that day.

The only other blot on the day's school escutcheon was a discipline case which developed between a student and teacher. It seems that the latter hoped to get an immediate settlement of the case from the principal in the office. He was not there, alas! He was at the state capital. So the little secretary had an extra pupil to look after for the time being.

## Welcome Home!

The president of the school board remarked facetiously the next day: "You should feel pretty good. It takes a day of absence like yesterday to show us around here how much you are actually in demand."

And I, for one, do not believe that this day's experience was at all unique or unusual for a school executive. Many school executives have deplored the multiplicity of details which they are called upon to administer in serving not only their local communities as school officials but also in acting as liaison agents between their communities and other divisions of state and national government. Schoolmen in general manifestly dislike bureaucratic red tape.



## THE SCHOOL BOARD MEMBER LOOKS AT STATISTICS

## IV — Graphical Representation

R. L. C. Butsch, Ph.D.<sup>1</sup>

One of the most important tools of the statistician in his attempt to make clear the meaning of data is the graph. Any information which can be represented by a table can also be shown by means of a graph. The principal advantage of a graph is that it is more concrete than a table; its principal disadvantage is that it does not permit such fine distinctions as the table of data. In many instances, however, it is more important that the reader see clearly the contrast between two or more quantities, or recognize the trend of the information, than that he know precisely, to the last decimal place, how large a particular difference may be.

The first, and simplest, type of graph is that which compares two quantities. For instance, the superintendent's report to the school board shows that the enrollment in School A is 320 pupils, while that in School B is 390 pupils. Even in such a simple comparison as that, the statistician must make a choice between several graphical methods of representing the data. In general, there are four different methods of indicating quantity graphically: by length, by area, by volume, and by angle. In this simple case which has been chosen for purposes of illustration, the two items of information may be shown in each of these ways.

## Bar Graphs Are Commonest

The most common method of representing these data is shown in Figure 1A. In this case, the number of pupils in each school is represented by the length of a horizontal bar. In this connection, it is important to note that the two bars must have their lengths in proportion to the numbers repre-

<sup>1</sup>Professor of Education, Marquette University, Milwaukee, Wis.

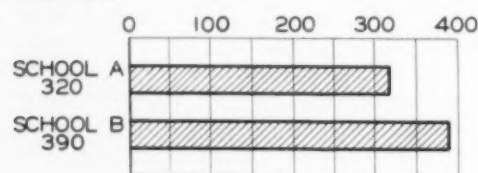


Fig. 1-A.

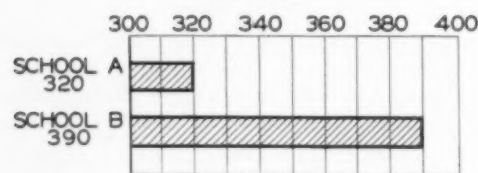


Fig. 1-B.

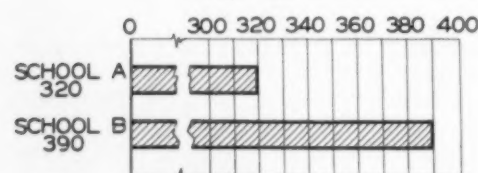


Fig. 1-C.

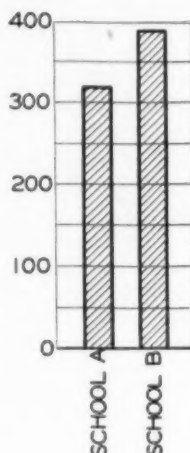


Fig. 1-D.

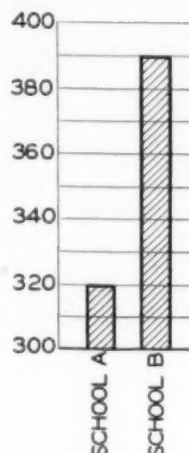


Fig. 1-E.

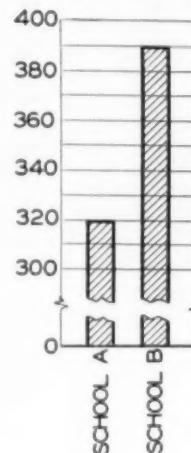


Fig. 1-F.

sented—in other words, they must both start at a common line, which is zero on the scale. Sometimes through ignorance, and sometimes with intent to mislead, the maker of a graph may start at a point which is not zero, as shown in the incorrect graph, Figure 1B. In this case, the point 300 has been taken as the starting point. The result is that the unwary reader, failing to note the 300 point on the scale, may interpret the figure as indicating that School B is four and one half times as large as School A. Whenever, for some good reason, some point other than zero on the scale is chosen for the beginning of the graph, the careful writer will so indicate by making a break in both the scale and the bars themselves, as shown in Figure 1C. Another common and equally correct method of representing the same two items of information is the use of perpendicular bars, as shown in Figure 1D. In this case again, the figure may be misleading if some point other than zero is taken as the starting point, as in Figure 1E. The discrepancy may be avoided, as in the case of the horizontal bars, by indicating that part of the scale has been eliminated from the graph, as in Figure 1F.

The same items of information may be represented, if it seems desirable, by using differences in area. However, in this case both the writer and the reader must be on their guard lest incorrect interpretation results. The only correct procedure is to make the areas themselves proportional to the quantities. This, however, leads to difficulties in reading the graph. A correct picture of these two quantities, represented by areas, is shown in Figure 2A. In this case, the sides of the squares are proportional to the square root of the number of pupils in each school. The difficulty is that the reader must make allowance for this, and must compare areas, and not heights. An incorrect representation of these same data, of a type which is all too

common in school reports, is shown in Figure 2B. In this case, the heights of the squares are made proportional to the number of pupils. The reader is spared the necessity of keeping in mind the square root of the number of pupils, but unless this variation in usage is made perfectly clear in the title of the graph, a misconception is very likely to result.

## Cubes for Volumetric Graphs

Quantities may also be compared by graphs representing differences in volumes, but this procedure is still more likely to result in misinterpretation. In Figure 3A are shown two cubes whose volumes are proportional to the number of pupils in the two schools. Unless the reader is very much on his guard, he is likely to conclude the difference between the two numbers is much less than it actually is.

One is just not accustomed to interpreting differences in volume as readily as differences in length. If the difference between the two magnitudes compared is small in comparison to their total size, figures which

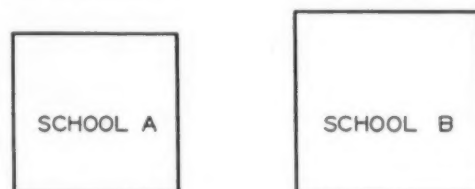


Fig. 2-A.

are difficult to interpret, as in Figure 3A, result. If the difference is large in comparison to their total size, it may be easier to distinguish the difference, as in Figure 3D. In this

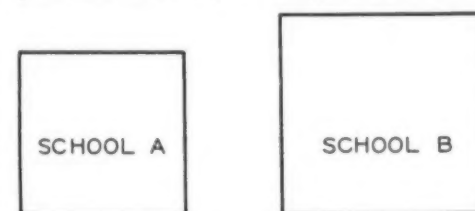


Fig. 2-B.

case, the magnitudes compared are 20 and 90. The difference between them is the same as between 320 and 390; but the contrast is much more obvious in Figure 3D than in 3A.

In addition, two incorrect forms may result from the attempt to use volumes for such a representation. In Figure 3B, the areas of the fronts of the cubes have been made proportional to the two quantities. This is, perhaps, easier to interpret, but may lead to erroneous conclusions unless the nature of the change has been made perfectly clear. In Figure 3C, the sides of the cubes have been made proportional to the number of pupils in each school. This involves merely comparing lengths, but there is no clear



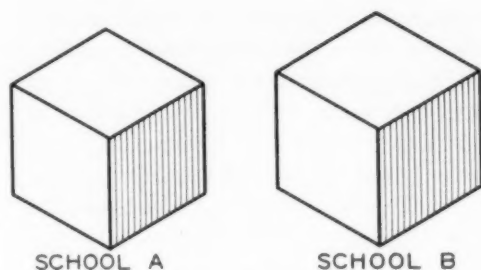


Fig. 3-A.

reason why volumes should be used at all if comparison of lengths is desired.

### Pictures Make Graphs Interesting

Sometimes, for the sake of emphasizing the pictorial nature of graphical representation, a variant on the area or volume type of figure has been introduced. This is the use of a picture of the object to which the quantity refers. In the present case, for

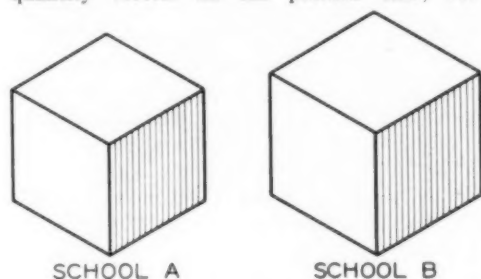


Fig. 3-B.

example, one might draw a picture of a school child to represent the enrollment in each school. If the picture is merely a flat outline, the rules of representing quantities by areas must be followed. Figure 4A shows a correct graph in which the areas of the two figures are proportional to the number of pupils in the two schools. Frequently, however, the heights of the figures may be made proportional to the quantities, resulting in possible

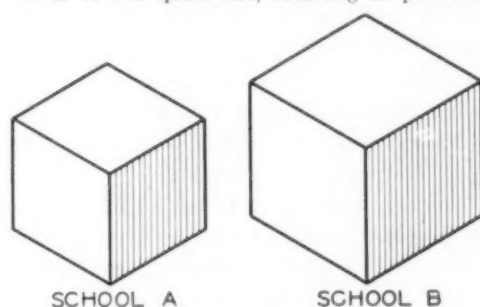


Fig. 3-C.

misinterpretation. This incorrect procedure is shown in Figure 4B. If the figures are shown in solid form, even more difficulty may result. A correct representation would involve the use of volume to indicate the number of cases in each figure, as shown in Figure 4C. Incorrect representations would be made if either the area or the height were made proportional to the quantities to be indicated.

Recently the values of pictorial representation and the exactness of linear graphs have been combined in many educational writings by the type of graph shown in Figure 5. In this case, the figure of a child is drawn to

indicate that the data refer to enrollments of children. However, the figures are all drawn exactly the same size, and each figure is made to indicate a given number. In this case, each figure represents 50 children. This type of graph is valuable in that it emphasizes the pictorial nature of the representation; and it also permits a general comparison of quantity. However, one does not usually make quite such a fine distinction in the number of cases as he might with a simple line graph. In

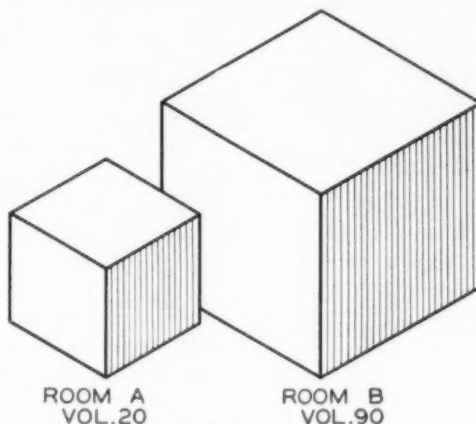


Fig. 3-D.

those cases in which it is only necessary to have some general idea of which quantity is the greater, this type serves admirably.

### The Familiar Pie Graph

There remains one other method of displaying graphically the comparison of quantities; namely, interpretation of angles. This method is used almost entirely in cases in which the quantities to be compared make up a whole. For example, in the illustration which we have been using, if it is assumed that these are the only two elementary schools in a particular system, the information might well

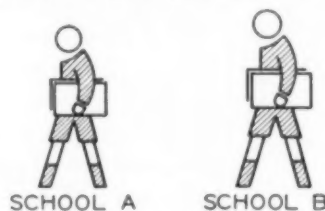


Fig. 4-A.

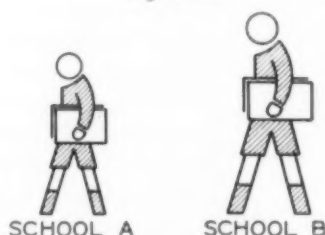


Fig. 4-B.

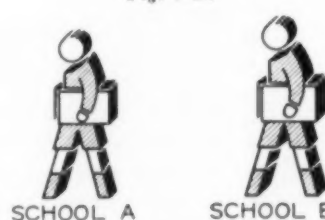


Fig. 4-C.

be represented as in Figure 6A. In this case, a circle has been drawn, and by angular measure the two quantities have been represented. This has often been referred to as the "pie" graph, because of its resemblance to a pie which has been cut. The important point to be remembered here is that the angle at the center of the circle shows what proportion of the total is represented by the enrollment in each school. As a matter of fact, in reading such a graph, one is usually swayed in his interpretation by the relative sizes of the two sectors of the circle. However, this is not important, since the areas cut off will be exactly proportional to the angles at the center. The size of the circle which is used is of no importance—any size which conveniently fits the space allotted to the graph may be chosen.

This same type of data—representing the parts of a whole—may also be shown by

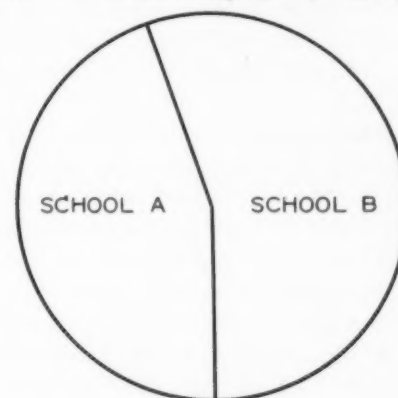


Fig. 6-A.

a slight variation in the bar graph, as in Figure 6B. In this case, the entire length of the bar represents all of the cases. The length of each section of the bar, usually shaded differently, represents the proportion of the whole which is found in each part—in this case, in each school.

Of the various graphical forms which have been shown in the figures, to represent the simple data used for this illustration, certain ones are obviously more satisfactory. Good usage among statisticians—supported by experimental evidence—tends in the following direction: Quantities may usually be represented more satisfactorily by the use of bars, each starting from the zero point. The horizontal bar seems to have some advantage over the vertical bar in that more information in numerical form may be incorporated in the figure itself. The use of areas or

(Concluded on page 81)

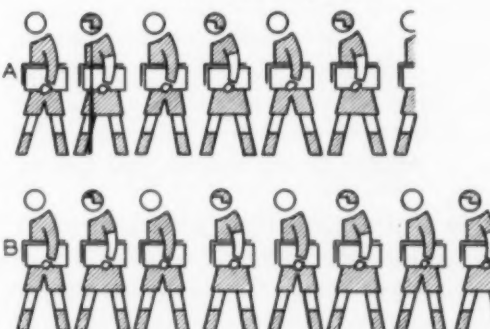


Fig. 5.

## THE AMERICAN School Board Journal

Edited by Wm. Geo. Bruce and Wm. C. Bruce

### The Busiest Schoolman

**I**T MAY be stated without fear of contradiction that the hardest worker in the field of American popular education is the modern school superintendent. He deals not only with administrative policies and the direction of the professional labors, but also with a volume of office routine.

He is confronted with the board of education whose policies he must carry out, with the teaching profession whose service he must direct, with the press representative whose quest for information he cannot deny, and the general public whose approval he must cultivate. All this implies the application of tact, skill, and judgment, and strenuous activity from morning until night.

In considering the office of the school superintendent in all its aspects, realizing the multiplicity of contacts and interests which come under its observation and attention the question arises whether the burden is improperly balanced and inclined to be top heavy. Here we have in mind a proper adjustment of the time to be devoted to creative duties and the time consumed in performing the office routine. There are instances, and many of them, where the school superintendent is so generous with his time as far as matters of detail are concerned that he cannot possibly give attention to the more deep-seated problems of education and the more serious aspects of his office.

In order then to have adequate time for study, reflection, and planning, the superintendent must be provided with sufficient office help who may relieve him of burdens and annoyances of detail. And it becomes the duty of the board members to familiarize themselves with the load which the superintendent carries and to determine whether efficiency can be promoted by easing that load.

### School Requirements and Priorities

**T**HE nation is straining its energies and resources in the cause of national defense. In carrying out the country's work the nonessential must give way to the essential. To this end, priority regulations are enforced.

In viewing the situation as a whole, we realize that the nation's educational program must be carried out. The schools must go on! And this important fact cannot and must not be ignored by those who grant priority rights.

The imperative necessity of upholding the principles of democracy and continuing the American way of life rests with the educational activities of the nation. These activities cannot be relaxed in any manner and degree. The schools must go on!

The materials and the labor that go into the repairs and construction of schoolhousing must be forthcoming. Likewise, the materials that go into supplies and equipment should be given priority consideration.

A statement is made by the National Business Officials'

Association that "School systems are already experiencing, in increasing measure, difficulties in securing many items of essential supplies and equipment. Maintenance items for schools appear to have been given some priority, but many other items, difficult to secure, are no less essential to the conduct of a well-rounded program of education."

It follows that a proper view of the situation be taken that the schools must not be deprived of the essentials that will enable them to carry on.

### The Change in the High School

**W**HAT has been happening to secondary education in the past 30 years is illustrated in the history of the High and Latin School of Cambridge, Mass. Mr. L. L. Cleveland, the headmaster, retired in June after 31 years of service in that school. He summarizes briefly in reviewing the facts from February, 1910, to June, 1941, what has happened and what has been the predominating character of the high school development. It is this:

This has brought a whole new stratum of society to the high school, and a greatly increased responsibility to the school. Today the school has become a cross section of practically all the population of the city. Today college preparation concerns a decided minority of these pupils. Out of the graduating class of 1941, 153 boys and girls entered colleges and other schools of higher education; 421 boys and girls completed with their high school diplomas their formal education.

We shall not neglect this fact in the discussion of secondary education. The mere increase in enrollment, for example, in this school from a little over 1000 to more than 3500 is not merely an increase in the size of the enrollment, but it is a change in the character of the school population. It is also a population with a different social destiny than the old or former high school population. It indicates a more fluid education and a need for a wider training than a mere academic or classical education.

While giving the fundamental training in character and personality, the modern high school must survey the whole aspect of modern life for the content of its curriculum. It must offer a much more diversified training than has been offered in the past and there must be more intelligent selection of subjects and activities not only in the line of the vocation of the individual, but in the light of his fundamental character as a human being and of his particular capacities.

Mere tradition as a guide in dealing with the present high school population will lead to social and individual maladjustment. Reconsideration of the whole process of secondary education is necessary. We shall need to follow as a minimum Mr. Cleveland's recommendations—a recognition of the great change in the number and character of school population, a closer correlation between our teaching and life conditions, and an effective program in vocational information and guidance. — E. A. F.

### How Public is School-Board Business?

**A** WELL-ORGANIZED and intelligently directed board of education aims to have its deliberations and departures properly brought to public attention. The public press is there for that purpose.

The policies and methods employed in securing proper publicity may vary considerably. One school-board office may rely



entirely upon the newspaper reporter to determine upon acceptable news matter. Another office may decide for itself what shall, and what shall not, be given to the press. A third may go so far as to have its own publicity man who gives from time to time prepared statements as to the activities carried on in the school system.

The question of throwing the meetings of the board of education open to press and public has in recent years led to considerable controversy. Newspaper editors have objected to executive or closed sessions. While the arguments against such sessions have not always been well founded, the plea for open sessions has found favor with the general public.

A board of education, however, with years of experience behind it is not readily stampeded into a position whereby all sessions become open. Problems arise in any school system which must be solved without the glare of publicity. Instances arise where publicity leads to embarrassments and difficulties. This every wise school administrator knows. Thus, a line must be drawn between the things the public is entitled to know, and the things where publicity might lead to harmful results. Here we not only have in mind the professional workers who must be protected against false insinuation but also the morals of a pupil constituency.

A discreet and circumspect newspaper reporter, backed by an equally discreet city editor, will recognize an exceptional situation, and cooperate with the school authorities rather than antagonize them. On the other hand, those representing the school interests should not only stand ready to give everything that is worth printing, but should also have a certain news sense and thus prove helpful to the newspaper reporter and, at the same time, serviceable to the school system.

Those in charge of the educational interests of the community are responsible to the public for the policies they pursue and the moneys they spend. The public must have the assurance that the tax dollar is wisely expended, and that the highest degree of efficiency is maintained.

A board of education must primarily enjoy public confidence if it is to perform an acceptable job. And that confidence cannot be retained unless good public relations are observed, and unless the administration of a school system is regarded as a public business.

### Membership in School-Board Associations

ONE of the gratifying marks of the increasing effectiveness of school boards as instrumentalities in the democratic administration of schools has been the growth of state school-board associations. This growth has not merely developed numerically along membership lines, but has been characterized by new approaches to administrative problems and a new appreciation of education as a force in democratic life. Most striking has been the influence upon school-business practices.

The individual local school board may well examine its conscience concerning its participation in state school-board-association affairs and its use of the services which the membership may enjoy. It may be pertinent to inquire:

Is your school district and your board of education getting the best possible service out of your state school-board association?

You are paying dues and your delegates are spending val-

uable time in association attendance. Whose fault is it that your board has not gained fully from its membership?

Do you have a perplexing problem confronting your board, your superintendent of schools, or your secretary-business manager? Have you asked for help from the executive officers of your association?

Is your administrative procedure antiquated? Does it fail in placing proper authority and responsibility in the hands of your superintendent? Perhaps your association can give you a cross section of the progressive rules and policies adopted by other school boards in your state.

Have you utilized the association to propose or promote legislation valuable to the schools? Have you accepted and used the association's leadership to oppose measures harmful to the schools and to their autonomy?

Have you used your association to create and develop better relations with the organized professional groups in order to better the status of the schools and increase the professional character of teaching?

Have you used the association to develop better state services in the fields of school finance and taxation, school-house planning, budgeting, accounting, administrative, and attendance districting?

Have you insisted that the state association cooperate with all existing agencies in movements for equalizing education, for better articulating the entire school system, and for developing better public relations?

Has your board wielded the influence which it can readily command through unified action of all the boards in the association for opposing unwarranted attacks of pressure groups?

If these questions could be answered affirmatively by all school boards, the progress of American education would be assured in spite of war and disaster.

### A School-Board Member Who Really Served

THE *Springfield* (Mass.) *Union* recently published the following editorial:

"After serving for 20 years as a member of the school committee, Chester T. Neal will retire at the end of this year. He has set a high standard for his successors and an excellent example of fine public service. Mr. Neal has had no political ax to grind. His great concern has been the good of the public school system. No measure has received the support of Mr. Neal unless he has been convinced that it was right and would benefit the school children.

"Mr. Neal has done much to help safeguard the Springfield public school system from politics. He was a leader in the movement to make merit the sole basis for the selection and promotion of teachers; he did much to bring about the adoption of the single salary schedule. He made a study of trade-school practices and was among the first to urge the establishment of a trade school here. It is fortunate for the city that Mr. Neal has served on the committee during a period when a great many important school posts have been filled.

"A widely-known educator who is in close touch with school systems throughout the country, told our superintendent of schools that Mr. Neal was one of the finest school-board members in the country. It is to be regretted that he declines to serve longer, but no one can say he has not done his part."

A finer tribute than the above could not be rendered to a school-board member.

The difference between talents and character is adroitness to keep the old and trodden round, and power and courage to make a new road to new and better goals. — *Emerson*.

## SHE ALSO SERVES

By the Bookman

The Superintendent and I were comfortably established in our comfortable chairs in the living room. His wife had given us a most satisfying dinner, and now our pipes were lit and peace and contentment settled in a gentle haze about us.

But not for long.

Mrs. Superintendent came in from the kitchen.

"Are you going to take Jim to the card party?" she asked.

"What card party?" he retorted. "I don't know of any card party."

"Oh, yes, you do. The X and Y Clubs are joining tonight in a benefit for the school library. We have to be there."

"Not on your life!" he ejaculated. "I've worked hard today, and here's Jim all set to tell me what's going on along the line. They can get along without us."

She persisted. Finally a compromise was arrived at. Mrs. Superintendent was to attend and inform the folks of the sudden indisposition of her husband. Poor soul, he worked so hard!

Her plea for sympathy for Mr. Superintendent was well founded. He did work hard, and on her part she probably rather enjoyed the card party. The point to the story is, however, that she saw a duty and "she done it." Just as many a schoolman's wife has done before and will do after her.

I often think if some of these pretty primary teachers who now waver between the pleadings and proposals of the assistant principal and the young bank teller, could look ahead, they would probably decide differently. As it is they usually choose the schoolman. The social and intellectual opportunities of his profession seem so inviting. After their marriage there begins the anxious climb to power and a living family wage. They move to a smaller town where he becomes principal. The old superintendent moves or dies or gets fired and the principal becomes superintendent. The men in town say their new school executive is such an earnest young fellow. The women agree, and add that his wife is such a dear.

She tries to be. She tries very hard. She tries every day in every way to be what the community would like her to be. That requires that she possess the moral virtues of the minister's wife, the intellectual leadership of the president of the college women's club, the patience of an unreformed fisherman, the housewifely skill of Martha, and withal a passion for anonymity.

### They Smile Through

Of course, these superintendents' wives never entirely succeed. Some fail miserably, and their husbands fail with them. But most of them develop qualities that are never-ending marvel of the informed. They serve as a combined buffer and advance scout for their harassed husbands. They answer the tele-

phone for him time without end. They inform him what the taxpayers' and board members' wives are saying. They become capable of expressing regrets with all the art of professional mourners. They permit their homes to become semipublic reception halls. And all with a smile! Sometimes a weary smile, but a smile nonetheless! Their husbands' job is at stake.

In one of the fair-sized cities in my territory the three leading candidates for a vacant superintendency were invited, on separate days, to attend a school-board dinner. More than that, they were asked to bring their wives so that the board-members' wives could meet them. Other superintendents, hearing of it, chuckled appreciatively at the embarrassment both Mr. and Mrs. Superintendent must have felt. But probably the board had its reasons. Anyhow it worked out well in that case.

Many a superintendent's wife who reads this—if wives ever do read their husband's professional literature—will cry out "I just

wish the fellow who wrote this could tell what happened to me in Prairie Center. Do you remember, dear, that time Mrs.—?"

But, of course, he doesn't remember. He has lots of big things of today to occupy his time and demand his attention. He can't clutter up his mind with memories of silly little incidents of the past. Just the same, the way Mrs. Superintendent handled those silly little incidents probably had much to do with deciding whether he moved up, or down, or didn't move at all.

I like superintendents' wives. It's probably a community of interests that explains my emotions. Like a bookman, they are always on the job selling something. But with these differences: They are not selling books; they are selling their husband. They are not selling him out; they are selling him in and up. Also, they don't get paid for it. They and their good qualities are supposed to go with the job. If you doubt it, count the number of successful bachelors among the school administrators.

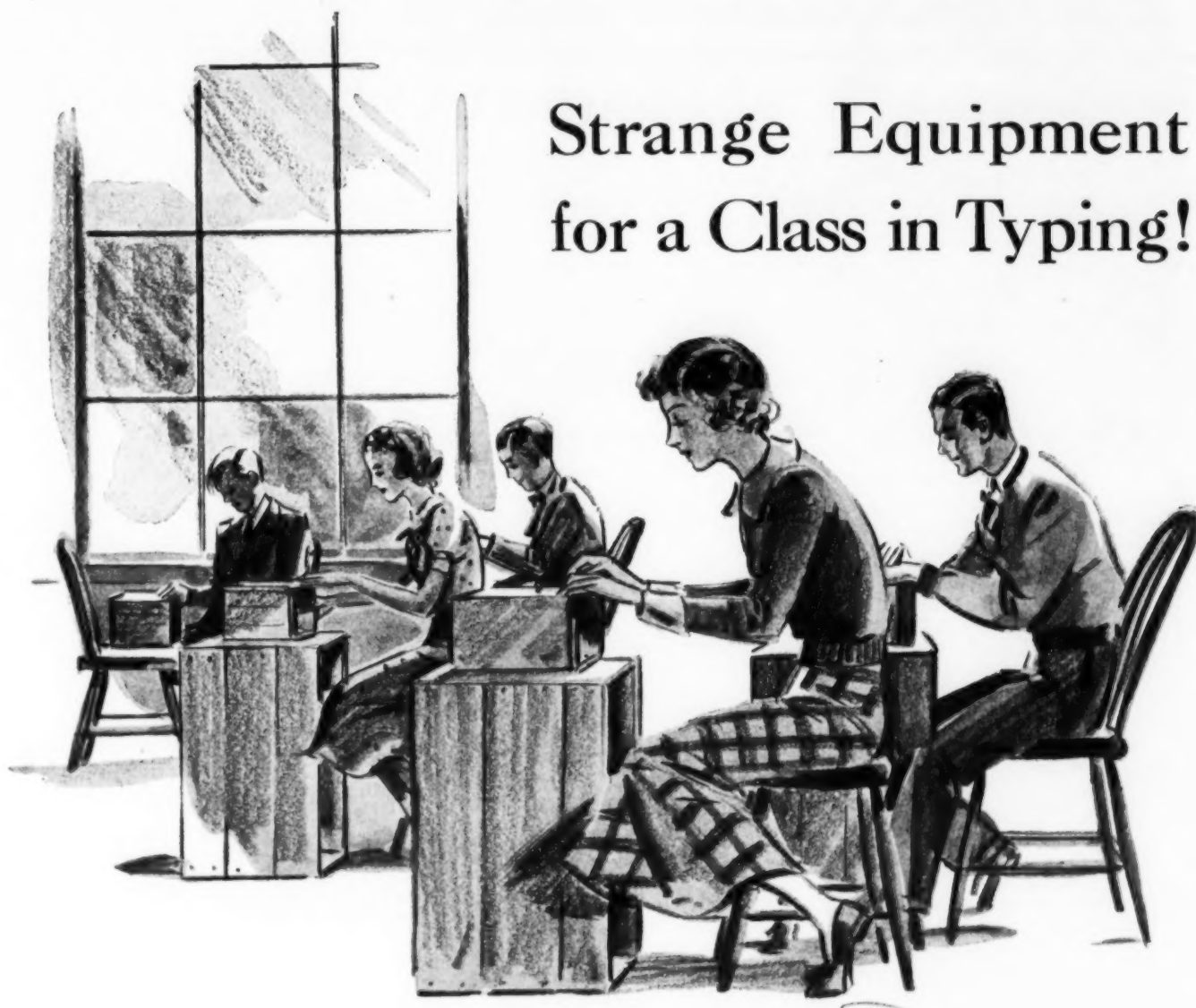
We competent and just Americans are always passing a law. I'll propose another one: Veterans' wives draw a pension. Their warrant thereto I do not question. But who stands more deserving of such a reward for

(Concluded on page 81)



ONE STRIKE THAT SHOULD BE TOLERATED!





## Strange Equipment for a Class in Typing!

Typing without machines! Is it any less efficient than trying to teach Office Practice without calculating machines?

When the students go out into business, they go into machine equipped offices. Mostly, they find Monroes, for throughout the country Monroe is the most widely used calculating machine.

More and more school superintendents are becoming interested in Monroe machines, and Monroe sales to schools are growing very fast. The Monroe is so simple that the mastery of the machine comes quickly, and the student goes on in a thorough training in business mathematics.

# MONROE

**CALCULATING MACHINE COMPANY, INC.**

Educational Department: ORANGE, NEW JERSEY

### MONROE EDUCATOR

A regular Monroe Adding-Calculator made for schools and sold to schools only, at a price to fit any budget. For information about the Educator and Monroe Office Practice Courses, get in touch with the nearest Monroe office or write to the Educational Department.



## *School Administration in Action*

### INTELLIGENT SCHOOL DISCIPLINE

The American school is directly responsible for the development of American ideals, and indirectly for the prevention of the decay of these ideals. In a recent address to the teachers of Rock Island, Ill., Supt. Earl H. Hanson called attention to the enormous importance of school discipline as an element in the development of ideals and in the solution of the problem of conduct in schools. He urged that the school must be so organized that every individual shall have "an opportunity to develop to the maximum of his abilities, that each person be given a chance to work at those things for which he is best fitted."

"If we insist," continued Mr. Hanson, "that the teacher is not to be a top sergeant but a kindly leader, if we point out that the children who will live in a democratic society should be given opportunity to decide many things for themselves through group discussions, many cry that we are urging anarchy, that we ask the teacher to abdicate her leadership, that we are offering lollipops in place of good, sound, vigorous education. There has been, I am afraid, in education too much of the either-or attitude. There have been too many educators who have felt that control and freedom to develop, that learning and interest in what is being done, that school and pleasurable activity are mutually exclusive. They are not. We may and must have both. There must be opportunity in the classroom for each child to develop his special abilities to the maximum and there must also be enough core learning to provide unity. There must be respect for the teacher and for the other students and there must also be kindness and friendliness, only in the warmth of such will there be real growth. There must be justice, government, but increasingly it should be self-government. Perhaps these three classrooms which I will describe will illustrate best what I mean."

#### A Disorderly Room

"I stepped into a history classroom, not in Rock Island, where there was supposed to be a discussion. A student was in charge. The youngsters did not wait for each other to finish statements. They, instead, tried to shout each other down. As far as I could see, most of the statements that were made had very little to do with the subject which the blackboard indicated was the topic. All the while the teacher stood helplessly on one side. Her principal contribution to the class was a plea to be ladies and gentlemen. But no one paid much attention to her. Certainly in this classroom the children were learning neither history nor character nor respect for the rights of others, nor were they gaining in ability to discuss a problem intelligently about which they were supposed to know something. Both the school and the teacher were failing. The children were brats at the time. They probably would grow into conceited, opinionated, intolerant, unpleasant individuals."

"I stepped into another classroom, a second grade, also not in Rock Island. Here the teacher was a pretty severe old pedagog. The children sat in perfect rows in complete

silence, all apparently working on the lesson of the moment, which was arithmetic. On a large proportion of faces, however, I saw evidences of serious strain, and on not a single face did I see expressions of pleasure or satisfaction in the work being done. This was the old birch-rod school, perhaps not at its worst but certainly not, either, at its best. These children were not learning anything of self-control or of self-direction. They were being made into docile little creatures to obey on the jump the voice of the supreme master. Many of them, through being forced to attempt tasks far beyond their strength and probably ridiculed when they inevitably failed, were being made either into defeated, helpless nonentities or into vengeful enemies of society."

#### Democracy at Its Best

"The third classroom, an elementary school art class, was in Rock Island. When I stepped in, the teacher was out of the room in the hall, advising a small group of youngsters who were painting scenery for a grade school play. My first impression as I stepped into this room was not good. There was much motion. Youngsters were not fixed in their places; they were moving about. It didn't take long, however, to observe that there was very little commotion. The movement was caused by children going to centers of supply and returning to their desks. There was a

little, low hum of conversation, but it was caused by conferences between groups of children who were actually working together upon a common job. Once in a while the youngsters bumped each other, but instead of frowns there were polite 'excuse me's.' All of the children were not working on the same task. Some were working individually upon jobs which they had selected under the guidance of the teacher; others, as I have indicated, were working together upon group projects. My entrance did not cause a noticeable change of conduct, nor was there any change when later the teacher entered. After her arrival, she moved about the room offering suggestions and criticisms so that the children might work better. Five minutes before the end of the period in a quiet voice she told the children to clean up. While all obeyed, a few began to talk. She stated that there would be a race to see who would talk last, girls or boys. There wasn't a word of conversation from that time on. Near the end of the clean-up period, she began to count slowly, one, two, three, etc. By the time she had counted ten, every scrap of paper had been thrown into the wastebasket, every bit of equipment had been put away, the desks were clean, the floor was clean, and every child was sitting in his seat with his hands folded."

"I don't believe that I need to list the learning achievements here. It is apparent that there was growth in art and in good character. There was self-control, discipline of the kind needed in a democracy. The children were learning to attack their problems with independence. In classrooms of this type American democracy is being defended."

## Booming Bremerton's Single High School on Double Shift

Faced with the task of providing instruction for 1625 high school pupils in a school built to accommodate only 900, the boom town of Bremerton, Wash., has solved its problem by operating the city's single high school on two shifts.

Half of the pupils attend school in the forenoon and the other half takes over the building in the afternoon. The plan is working "quite well," according to H. D. Sorensen, principal, who worked it out with Supt. Tillman Peterson and the Bremerton school board.

Bremerton school officials have not been lax in permitting its accommodations to fall so far behind enrollment. They simply were caught in the midst of the national defense boom. Two years ago the Puget Sound Navy Yard in Bremerton employed 4000 workers. Today, more than 14,000 are employed there.

Although the Federal Government recently appropriated \$1,747,500 to aid in construction of new facilities, the high school will have to operate on the double shift basis for at least the remainder of this year for it will not be possible to complete the new buildings before September, 1942. However, the crowded conditions in the grade schools will be relieved somewhat by the completion of additions during this school year.

Under the two-shift plan, all pupils whose names begin with the letters "A" to "L" attend classes from 8 o'clock in the morning until noon, and pupils whose names begin

with the letters "M" to "Z" attend from 12:30 until 4:35 o'clock in the afternoon.

"Most of the pupils would like to attend in the morning and have the afternoon off," says Principal Sorensen, "but we had to make an equal division and the alphabetic arrangement seemed the most fair."

#### Courses Concentrated

Pupils at the high school now have only five 45-minute periods instead of six 55-minute periods. Each instructor teaches six periods and has one conference period without a classroom.

"Classes are smaller than formerly and there is no wasted time between periods," according to Sorensen. "Thus, we are able to concentrate the same courses into a shorter schedule."

However, Mr. Sorensen says, some of the "frills" will have to be eliminated as a result of the double shift. "More than 40 school clubs will have to be eliminated or their activities at least curtailed," he says. "The only real problem we've run into is the school band, orchestra, and a cappella choir. Each has to be halved to allow for morning and afternoon students taking part. Probably the best in both will be selected to form a complete band or choir. The complete unit then will rehearse twice weekly at night."

Athletic teams also practice during the evenings.

(Concluded on page 54)



## "In Our School, WE PUT IT ON A RECORD!"

"We've found a way to teach that's not only stimulating to the boys and girls in class, but highly effective as well. We do it with our new portable

# RCA Recorder

—and here's the way we do it."



"There's the case of Charlie J. He was having a terrible time in the speech class until he made a record. When he heard himself as others hear him he worked extra hard to correct his faults, is now a first rate speech student."

"Then there's the case of Emily T. A bright girl in every other way, she simply murdered music. Some recordings, made in the music class, helped Emily discover her faults, made music one of her favorite subjects."

"Our RCA Recorder, easy to carry, is also used in many other classes, helps with dramatics, glee clubs and choirs, enables us to record the talks of prominent speakers for eventual classroom use. We also record school events."

**Here it is**—Portable RCA Recorder MI-12701. Surprisingly low in cost, it records at 78 r.p.m. on 6-inch to 12-inch records. It comes with Amplifier, Visual Indicator Meter, RCA Aerodynamic Microphone. It provides immediate play-back of records. Send coupon for full details.



These four essentials . . . yours in an RCA Victor Recorder!

1. Records and reproduces with amazing accuracy.
2. Sturdily constructed, withstands hard usage.
3. Utmost dependability.
4. Extremely simple operation.



Trademark "RCA Victor" Reg. U. S. Pat. Off. by RCA Mfg. Co., Inc.

Modern schools stay modern with RCA radio tubes in their sound equipment.

# RCA Victor

AUDIO VISUAL SERVICE FOR SCHOOLS

EDUCATIONAL DEPARTMENT • RCA Manufacturing Company, Inc., Camden, N. J.  
A Service of Radio Corporation of America • In Canada: RCA Victor Co., Ltd., Montreal

Educational Department (A-11)  
RCA Manufacturing Co., Inc., Camden, N. J.  
Please send me full information concerning the RCA Victor Portable Recorder.  
Name.....  
School.....  
Address.....  
City..... State.....

(Concluded from page 52)

Overcrowding was so great in Bremerton's elementary schools that the community clubhouses on two newly constructed housing projects had to be converted into classrooms. Construction of the clubhouses was not complete when school opened and many youngsters living in the projects had a longer summer vacation.

To the \$1,747,500 appropriated by the Fed-

eral Government, the school district and the state will add \$582,500, making a total of \$2,330,000. With this money, the district will build a 1500-pupil high school, an 800-pupil junior high school, and three new elementary schools. All will be ready next fall.

"With the exception of several minor problems and inconveniences," says Mr. Sorensen, "it looks like we've got the overcrowding problem licked."

## THIS BUSINESS OF SCHOOL FEEDING—VI

# FOOD PRICES WILL NOT DROP

George Mueller<sup>1</sup>

What is the most important, single factor that contributes to the successful operation of a school cafeteria? I am sure that every school lunchroom director has often asked himself just that in an honest effort to improve his cafeteria. The answer to such a question might be any of a dozen simple answers; good food, well prepared; tasty and nutritive dishes at low prices; or variety of menu and generous portions. These and many more factors play an important part in making the school cafeteria attractive and popular with the school children. But, to me, the most important element is still to be mentioned—the human element.

During 15 years of active participation in the operation of a group of school cafeterias, I have been interested to note that the enthusiasm of the patrons for their cafeteria has been in direct ratio to the possession of personality by the cafeteria manager. Personality, of course, is an elusive term, but may, for purposes of this article, be defined as the possession of those traits which best equip a person to operate a school lunchroom. Without question, the "human equation" in school lunchroom problems is of great importance. So important that this and the following section will be devoted to a study of this phase of management.

Any school manager, who is willing to devote thought and effort, may develop all characteristics deemed requisite for good management. To perhaps make it more interesting and as a means of self grading, each essential characteristic will be weighted in proportion as the writer has found, by personal experience, that these characteristics have aided managers in their operation of a successful cafeteria. There are those who would ascribe other values to the following 14 characteristics, but I doubt if anyone would omit even one.

As number one in our list, to which we will give a value of 12 points out of a possible 100, let us place this matter of "interest." Perhaps, many feel that interest in school cafeteria management is not an acquired trait, an opinion that is erroneous. Interest is developed in any work in which one excels, and one often excels in the thing in which one is interested. Interest in this type of work must go below the surface, it must actually embrace every phase and every possibility of school feeding. The school cafeteria manager must not lock up her problems with the turn of the door key, she must un-

consciously assimilate ideas and interpret situations in terms of cafeteria management. A new dish at a restaurant or a new salad in a magazine should interest her as a possibility on her own counter. This matter of interest turns hard work into enjoyment and routine into creation. Fortunate indeed is the school cafeteria manager who is interested in her work.

Number two on our list of "must" characteristics for school cafeteria managers is education. Ordinarily we think of education as the completion of a study of a prescribed schedule of courses. The advantages of such an opportunity—to benefit from the recorded experiences of others—cannot be underestimated. Everything else being equal, such a person has an acknowledged beginning advantage in the management of a school lunchroom. Such an advantage need not be denied, however, to interested and ambitious managers. Summer school, night school, or any of the many other sources of knowledge are available to all who wish to use them. Education acquired by the formal method or by practice supplemented by study is a recognized requisite for good management. For the possession of this qualification we give a college graduate a maximum of 12 points.

If the hypothetical cafeteria manager can grade herself high in interest and in education, she should easily meet our next demand, that she have imagination. Good managership is the result of an ambition to succeed. It seems to me that success is too often ascribed to ambition when imagination should get the credit. Most of us are selfish and our eagerness for success is really our eagerness to enjoy the fruits of success. As we start, we can only imagine, never having experienced, what such fruits might be. So we are urged on by what we "imagine" will be the rewards of our efforts. But it is not this type of imagination that I have particularly in mind. The cafeteria manager needs an imagination that can envision new arrangements, new dishes, and interesting menus. At the same time, her imagination must fire her with mental pictures of what her cafeteria should be; must carry her away with enthusiasm and zeal, even to the borders of impracticability. For school management is a progressive matter, and the cafeteria of yesterday or even today is out of date for tomorrow's children. Imagination is the spark that brightens the entire cafeteria service and makes the cafeteria period a real joy to the students. A keen active imagination scores nine points.<sup>2</sup>

## Information and Inference

Perhaps the most important information since last month, regarding price regulation, is that there have been no new developments with regard to such items as are of interest to school cafeteria purchasers. By this, we do not mean to infer that discussions on this subject do not continue and that there are not still those in our field who optimistically hope for price regulation. It is generally agreed; however, that the present desultory discussion hardly promises any measure of relief from higher prices or inflation for some time. Such a situation may be ascribed to two things in the main: the magnitude of the problem of enforcing any such general price-fixing regulation, and the factual knowledge that over-all price fixing is inseparable from regulation of wages and farm commodity prices. It is from the latter that it seems the administration wishes in particular to remain aloof.

As purchasing agents, we are naturally interested by what method it is proposed to stop or at least slow up inflation. It is generally agreed that actual shortages and increased purchasing power have combined to give a strong inflationary tone to all markets. It is now proposed to curtail the purchasing power by the imposition of defense taxes of which the recently passed tax bill will extract only a modicum of taxes compared to those which we may expect of a tax bill to be passed next year. Though the present bill will have immediate effect to the extent taxed services or goods are needed, its heavy effect will not be felt until income taxes become due. In the meantime, most of the buying public are either ignorant or, at best, but vaguely aware, of their impending income-tax bill and are rushing to protect themselves by the purchase of such goods as possible. For this reason, the full effect of the present tax bill as an anti-inflation measure cannot be gauged until next summer.

The recent proposal, though quickly withdrawn, of limiting profits to 6 per cent must be of interest to purchasing agents as a trend indicator of administrative thought. Details are too meager to fully judge the effectiveness of such a measure in stopping inflation and raising tax revenue, the two purposes for which such a measure would be designed. As in all cases, a single measure could not alone accomplish this purpose. Besides presenting a multiplicity of legal problems that it would take a year, perhaps, to adjudicate, it might leave open to firms the simple expedient of converting profits to wages, further aggravating the problem of filling the demand.

School cafeteria directors must realize that the critical demand and supply situation has in no way become modified. Increased buying power has made itself evident by increased spending in school cafeterias—particularly in areas enjoying the benefits of defense spending. Unfortunately, this same defense boom, by its system of priorities, is resulting in near depression for such business not included in its scope. As school cafeteria managers, we must not neglect the care of those school children whose parents have been adversely affected by the defense demands and defense spending.

Present markets in all food lines are particularly strong—bolstered by huge government purchases for reserve and by promises of increased demands for food for export. The possibility of a break in food prices during the next 12 months seems very remote, if not almost impossible.

<sup>1</sup>Assistant Secretary, Board of Education, Kansas City, Mo.

<sup>2</sup>Discussion of characteristics will be concluded next month.



# Sure! You Get Better Cleaning at Lower Cost With C.P.P. Maintenance Soaps!

A CLEANING specialist from the  
A.C.P.P. Advisory Service can  
show you how the consistent  
use of high-quality Colgate-  
Palmolive-Peet maintenance  
soaps will—

1. Give you better cleaning re-  
sults!
2. Save money for you in time  
and material—and on re-  
finishing!

Since his recommendations  
place you under no obligation  
whatever, why not ask him to  
call? Write today!

## COLGATE-PALMOLIVE-PEET CO.

INDUSTRIAL DEPT., JERSEY CITY, N. J.

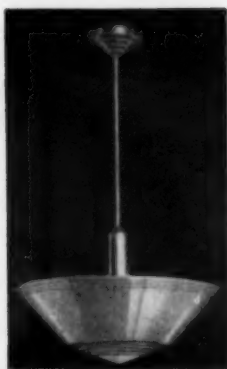


Photo courtesy American Seating Co.

## Wakefield COMMODORES

*bring eyesight protection into classrooms of new*

### Kellogg, Idaho, Consolidated School

The whole community benefits from COMMODORES in Kellogg Consolidated School because the building also serves as a community center. That's another reason why they chose Wakefield COMMODORES. For the COMMODORE gives more light than most indirect fixtures . . . 86% of the light from the bare bulb by test of impartial Electrical Testing Laboratories. And it's soft, pleasing light; kind to young eyes, comfortable for older ones.

Maintenance cost is low, for the shade molded of Plaskon is easy and safe to handle and clean. Begin to bring eyesight protection to your school. Relight with COMMODORES room by room.

Fluorescent? If you're interested in this new kind of lighting, Wakefield makes many top-notch fluorescent lighting fixtures suitable for school use. Write us for details.

# THE F. W. WAKEFIELD BRASS CO.

111 American Park, VERMILION, OHIO

## Teachers and Administration

### THE NEW TENURE LAW FOR DOWN-STATE ILLINOIS TEACHERS

The new Tenure Law for downstate teachers of Illinois, a joint product of committees, representing the Illinois Education Association and the Illinois Association of School Boards, promises better teacher-board relationships and should make for improved educational opportunities for the youth of Illinois.

Two kinds of tenure, applying to both teachers and administrators, are provided. The distinction is between the smaller districts—board of school directors—where teachers have continuing contracts subject to termination by notification, and the larger districts—boards of education—where teachers, after a probationary period, are given continuing contractual status.

In board of school director districts, directors must notify the teacher in writing, on or before April 25, of their decision as to re-employment. If this is not done, the teacher is automatically re-employed under the same conditions of previous employment and the board is to draw up a contract before the close of the current school term. Three-year contracts are still possible in these districts. Within 30 days after receiving notice of re-employment, the teacher must furnish the board with a written acceptance. Failure to do so constitutes nonacceptance. The previous provisions covering the dismissal of teachers in board of school director districts still remain part of the state school law.

Teachers in the larger school districts, after two years of probation, at least one of which must be after July 1, 1941, are given continuing contractual status until the age of 65 unless notice of dismissal is given, with reasons, at least

60 days before such probationary period. For teachers with no previous teaching experience, the probationary period may be extended to three years.

The probationary period for teachers with three-year contracts will not terminate until the end of such a period; for this reason no teacher at the present time has tenure status under the law. Teachers having probationary periods that end with the present school year will attain tenure status if they are not notified of dismissal, with reasons, at least 60 days before the close of school next spring.

Once tenure status has been acquired, teachers cannot be dismissed except after notice with reasons for dismissals in writing and after a hearing by the board if such is requested within a designated period of time.

Honorable dismissal is provided for in case of reduction in the number of teachers: The dismissed teacher is to be reinstated if the former position is reopened within a year. Salaries cannot be reduced without a hearing, except on a uniform basis.

Reasons for dismissal previously provided for in the school law still obtain, but they are to be interpreted in the spirit of the tenure act which provides that dismissal will not become effective before the approval of a majority vote of the board members upon specific charges and after a hearing has been held.

Resignation without the consent of the board during the school session, or within 30 days of the opening of school, subjects the teacher to the suspension of his or her certificate for one year. School boards may now require teachers to furnish evidence of physical fitness and continued professional growth.

Boards may still dismiss a teacher at any time under the conditions provided in the tenure law. Teachers under tenure will not have to contend with the anxiety involved in the annual contract set up.

### THE NORTH PLATTE TEACHER RETIREMENT PLAN

The board of education of North Platte, Neb., has recently adopted a teachers' retirement plan which has met with the open approval of most of the representatives of the taxpayers and the favor of the local parent-teacher association. The purpose of the plan is carefully stated in the opening paragraph of the board's resolution: To provide for those who have devoted their lives to the cause of education, to retire from active duty those who have given long and satisfying service to the schools, and to meet competition from schools having in force a like policy.

#### Building the Teacher Retirement Fund

All full-time certified administrators, supervisors, principals, teachers, and secretaries automatically have become members of the North Platte Retirement Plan as of July 1, 1941. They will contribute 2 per cent of their salaries to the retirement fund, which amount will be duplicated by the school district. However, members past 50 years of age before July 1, 1941, will contribute within a period of three years a sum equal to 2 per cent of their 1940-41 salary for each year beyond that age.

#### Distribution of Benefits

Only those employees will be eligible for benefits who have served at least 30 years, the last 15 of which have been for the contracting school district. Any member who terminates employment or is dismissed prior to retirement will receive his contribution from his basic pay less that of the first year without interest.

All members are to retire the January 1st or July 1st following their sixty-fifth birthday. Upon retirement they will be granted a monthly allowance of \$50. It is permissible, however, for a member to retire or be retired because of impaired health at the age of 60. A one year leave



# Fire Safety . . . STEEL WON'T BURN



By selecting Fenestra Steel Windows for your new school buildings you will help prevent the spreading of fires—steel does not burn.

Besides this added protection, Fenestra School Windows will provide many modern conveniences, such as: *easier opening*—steel ventilators never warp, swell or stick, and they swing instead of slide; *more daylight*—less frame, more glass; *better ventilation*—open-in ventilator at bottom protects against direct drafts, open-out ventilator, above, forms a canopy over opening; *superior weather-tightness*—precision-fitted by craftsmen, they stay tight, never warp or shrink; *safer washing*—both sides of glass washed from inside a room.

Fenestra School Windows are often lower in first cost than ordinary windows... For catalogs and complete details, write Detroit Steel Products Co., Department AJ-11, 2254 East Grand Boulevard, Detroit, Michigan.



Women's Dormitory, University of Michigan, Ann Arbor, Michigan.  
C. William Palmer, Architect;  
Walbridge, Aldinger Co., Contractors.

## Fenestra STEEL WINDOW SYSTEMS FOR SCHOOLS

of absence will be considered a portion of the individual's time of service.

### Provision Against Like State Legislation

With its typical long-range view of affairs the North Platte school board has ruled that in case a state or national law covering the purpose of the local retirement plan should go into effect, making compliance mandatory, or if such a plan should prove to be better than that of North Platte, this plan will be discontinued. The members will receive the part of the fund contributed from their basic salaries less the first year's contribution without interest. The part contributed by the district will revert to the general fund of the district. However, every member who shall have retired before the adoption of the new retirement law will receive \$50 monthly from the school district during his or her life from that sum, with the balance returning to the general fund of the school district.

The board of education will have control of the fund which will be kept as a separate fund in the hands of the school district treasurer. The money may be invested in approved bonds and all accruing interest is to be added to the fund. The accounts of the fund are to be audited annually, and a full report is to be made to the board of education at the same time that plans for the future are to be determined.

Naturally to "start the ball rolling," initial administration expenses have been incurred. To meet these, it was agreed that the district furnish the necessary money, which will be returned within two years with interest. Prior to this same time no benefits will be paid.

In order to facilitate the administration of the retirement fund, the members will be paid their monthly basic salary less 2 per cent, which amount will be placed in the fund.

Nebraska does not have a state-wide teacher-retirement plan. Four cities in the state now have local plans: Omaha, Grand Island, Beatrice, and North Platte.

### School Administration News

#### SUPERVISED STUDY IN ANTHONY, KANSAS

It's unfortunate that a person cannot be inoculated with an education just like he takes diphtheria shots, with the doctor doing all the work. This timely observation leads Supt. Minter E. Brown, of Anthony, Kans., to discuss the values of supervised study in the Anthony High School. The chief reason, in Mr. Brown's opinion, why some people get out of high school and even through college still ignorant is because they are trifling and do not actually study.

In his annual report for 1940-41, Mr. Brown reports that the administrative department of the Anthony schools has compiled rules and tricks of the trade that may be found helpful by students in doing a better job.

It is suggested that the student make an outline of the way he intends to spend his time, that he prepare a definite daily schedule for work and recreation, and that he stick to it rather closely. He should study the same subject at the same time every day. One or two short review periods a few hours after concentrated study, it was suggested, is much better than review immediately after study. Review the work a short time before class. An analytical study after first reading is better than a rapid rereading. A brief outline will help in most content courses.

Again, it is suggested that if the student is a habitual "mind-wanderer," he should get mad at himself, and force himself down to business. A 15-minute period of close attention is better than an hour of the so-called study may do. It's just as easy to get work in when due as a day late; often easier. Get in the habit of doing some homework.

As a further incentive it is suggested that special attention be called to the daily schedule,

which has been arranged for supervised study. The periods are 60 minutes in length so that a part of each period is devoted to study under the direct supervision of the teacher in charge of the subject.

#### VOCATIONAL TRAINING EXTENDED IN SAN FRANCISCO

The board of education of San Francisco, Calif., has added a new division to the industrial-arts training in the public schools with the establishment of classes in vocational education in the high schools.

The new courses are designed as direct feeders into national defense work. A total of 386 students have registered for this work, including machine-shop work, cabinet-shop work, electricity, auto repair and maintenance, sheet metal, radio telegraphy, aircraft construction, and acetylene welding.

In addition to these classes, the board is conducting classes for workers under the National Defense Program who enroll in 12-week courses to improve their skills; trade-extension classes for journeymen tradesmen in crafts who require perfection in old crafts; public school evening apprentice-training classes to furnish instruction to apprentice tradesmen employed during the daytime; and trade-preparatory classes for young men who are employed and who are required to attend school 15 hours each week to meet the requirements of day trade and preparatory courses.

#### PORTALES ADVANCES PROGRESSIVE UNDERTAKINGS

The school authorities at Portales, N. Mex., under the direction of Supt. John P. Steiner, have for the past two years promoted the establishment of articulation committees for the various fields. For example, in the English and speech fields, they have included all of the English and speech teachers in the junior and senior high schools, as well as representatives of the intermediate and primary departments.

## A Plan that SAVES You MONEY on Fine Laboratory Furniture

*Kewaunee's*  
"CUT-COST SYSTEM"

By quantity production of matched units, Kewaunee introduces a very practical way of lowering the cost of Laboratory equipment. Another advantage of this plan is that the modern Laboratory using these matching units offers greater working convenience and a symmetrical beauty seldom found in older Laboratories. So by all means investigate the many advantages the Kewaunee "Cut-Cost" System offers you. Even though you now need only a few pieces it will pay you to start equipping this practical way so you will eventually have a completely modernized Laboratory.

Write for Catalogs of Kewaunee Laboratory Furniture — in wood or metal. Address —



C. G. Campbell, President  
5009 S. Center St., Adrian, Mich.  
Eastern Branch: 220 E. 42nd St., New York, N. Y.  
Mid-West Office: 1208 Madison St., Evanston, Ill.  
Representatives in Principal Cities

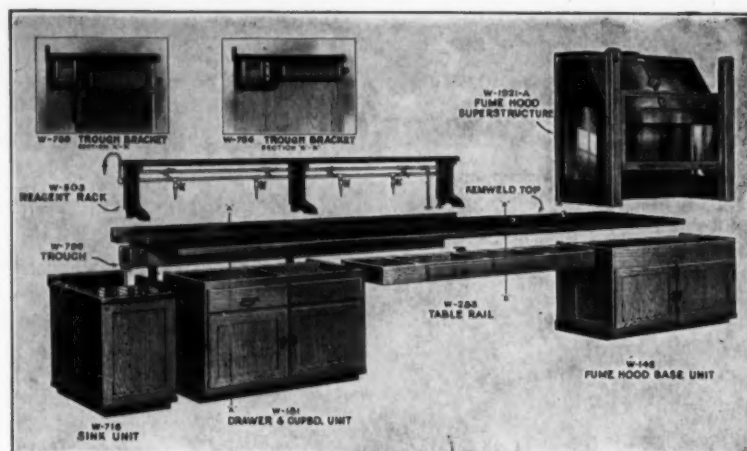
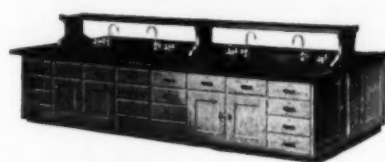


Illustration above shows how Standard Furniture Units are assembled by the Kewaunee "Cut-Cost System." This Kewaunee Table No. W-2045 is made up of 10 Standard Kewaunee Units.



8 Student Chemistry Table No. W-1791.



Kewaunee Automatic Adjustable Stools and Chairs. Seats lock instantly at "Heights that are right."

Kewaunee Instructor's Table No. W-1503. Made up of 3 Standard Kewaunee Units.



The purpose of the committee is to bring about an understanding of what is being taught and what should be taught in the various levels of English.

The work of the committee is regularly reported to the faculty. Committees are also formed for each of the subjects in the school program. During the two-year period under this plan it is found that the teachers have developed a greater sense of oneness with the whole program and that their teaching has been improved immensely.

Another activity which has proved successful is the community chest fund within the faculty. Under the plan, teachers pool their money for charity in one fund, and the committee distributes certain amounts of money for all charities acceptable to the group. It has been found that the plan has meant a great saving of time and energy on the part of the teachers and that it has increased the respect of the public for the schools and the teaching profession.

### SCHOOL ADMINISTRATION

♦ Fort Scott, Kans. The school board has voted to continue its policy of appropriating \$250 per year for new motion-picture films for classroom use.

♦ Fulton, Mo. The school board, in cooperation with the NYA and the State Department of Education, has established a center for the training of youth in machine-shop work, manual training, farm shop, and other vocational subjects. Located in a residential center, the center cost \$180,000, and is in charge of Bennett B. Smith and S. F. Bonney.

♦ The night school in Topeka, Kans., has been reopened with a variety of subjects. Among the courses offered are craftwork, design, mechanical drawing, public speaking, radio, salesmanship, shorthand, woodworking, chemistry for nurses, printing, sewing, show-card writing, and meat cutting.

♦ Holland, Mich. The school board has approved the establishment of an evening extension course in Spanish for adult students. The course comprises 20 lessons twice a week. Each person who enrolls in the class will be required to pay \$3.

♦ Governor Sam Jones of Louisiana has appointed a commission to conduct a state-wide survey of the state school system. Dr. John M. Fletcher is chairman of the commission. The survey will comprise three divisions: (1) a study of colleges and universities, (2) a study of elementary and secondary schools, and (3) a study of health conditions.

♦ Supt. J. J. Vineyard, of Nevada, Mo., recently distributed to the school patrons a brief report on activities of the board of education. The booklets were distributed in all homes of the city, under the auspices of the parent-teacher council.

The first chapter of the booklets presented the recommended levies with reasons. The second chapter offered a report on some of the achievements of the schools. A third chapter stressed certain concepts in the philosophy of education under which the schools are administered.

The superintendent has regularly consulted the public relations committee in securing suggestions. School issues under discussion in the community are included with the explanations. A teacher in the English department regularly supervises the technical phases, another teacher supervises the pictures and cuts, and the board reviews the work before it is released to the printer.

♦ New York, N. Y. Precautions against war-time emergencies, begun in the schools last June with "home escort" drills for children, have been extended this year. One of the first measures has been the regrouping of the city's 54 districts as a phase of civilian defense program. Some of the districts are being rearranged to coincide more closely with the precinct boundaries and to improve the administrative problem. High schools and vocational schools have been placed under the district head for purposes of defense. The school board is cooperating with the police

department in the conduct of "home escort" drills for air-raid dismissal.

♦ State Supt. E. B. Elliott, of Michigan, has notified school boards of the state that local school districts will be held liable for negligent acts of their agents and employees in the operation of school buses.

♦ Kenosha, Wis. Radical changes in administration have been effected in the city schools, with the opening of the new school year. Under the new system, Supt. G. F. Loomis will carry on the duties of supervision of instruction and other duties not otherwise specified assigned. Mr. John R. Redstrom has been appointed assistant superintendent of schools, to have charge of the selection, employment, and placement of all employees, and the responsibility for all financial matters under the board of education.

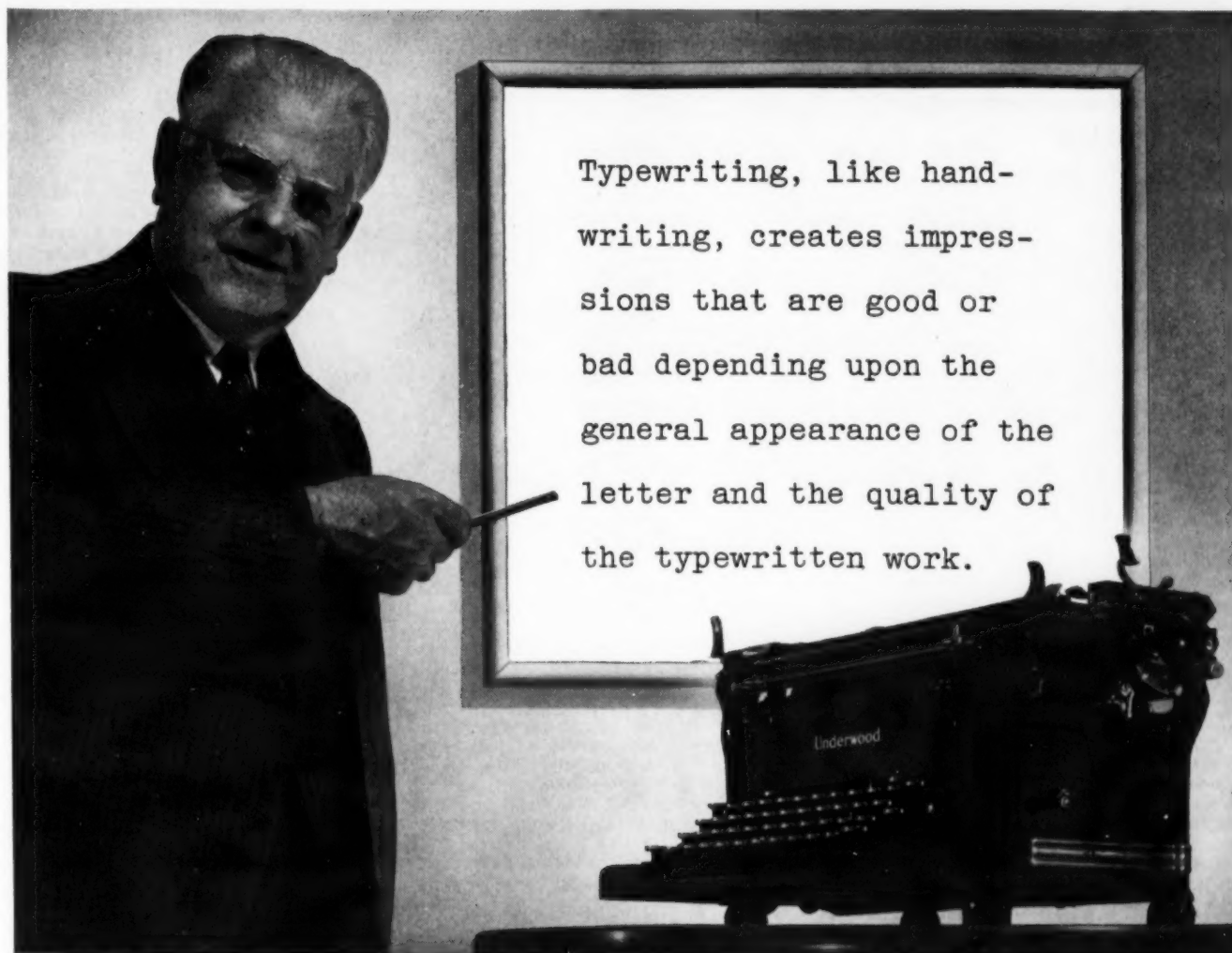
♦ Chicopee, Mass. The Chicopee Trade School, according to a recent report issued by the Massachusetts Department of Education, has trained and placed the largest number of defense workers of any city in the state. The report showed that a total of 524 men and women had received training and been placed between July 1, 1940, and July 1, 1941.

The school at the present time has an enrollment of 483 trainees, taking 19 courses, including machine-shop work, welding, auto mechanics, auto ignition, magneto testing, inspecting, and stenography. The total number of placements during the past year was 881.

The school has made application for a PWA grant and loan of \$400,000, to be used for the construction of a new building to accommodate 700 students.

♦ Kearny, N. J. A course in first-aid instruction for all school employees has been established by the school board, with the cooperation of Red Cross officials. Two-hour lessons are being given once each week after school hours, under the direction of Red Cross instructors. The plan was organized by Supt. E. L. Tink and Mr. Gordon Stone, secretary of the Newark chapter.





*"On the Underwood every type character is clean-cut, uniform in impression, evenly spaced and perfectly aligned—even the capitals which in so many letters show a tendency to jump above the line."*

## "Why the Underwood Types Better Letters..."

BY FREDERIC W. GOUDY

**ADVERTISER'S NOTE:** Frederic W. Goudy, honored on two continents as the designer of more than a hundred famous type faces, is Type Consultant on the Underwood Engineering Staff. His long useful life has been lived in a world in which clean-cut type impressions on fine white paper are the highest expressions of beauty and art. Goudy probably is the world's greatest living exponent of fine type design and his influence has added the final note of perfection to the writing qualities of the Underwood Typewriter.

*This page has been set in Goudy Old Style as a salute to the genius of . . . Frederic W. Goudy.*

I HAVE seen Underwoods perform at speeds that placed words on paper at the rate of almost three a second. I have watched Underwood type bars moving so fast that they merged into a flashing blur of steel before my eyes.

But the performance that amazed me most of all was not the Underwood's terrific speed. In this age we take speed for granted. It was the Underwood's ability to place clean-cut and uniform type-impressions on paper with each character evenly spaced and all characters in perfect alignment!

"Why," I am often asked, "is the quality of the Underwood's finished work so far out in front?" The answer is a long one and I never know just where to begin.

I think of the great Underwood Research Laboratories and the men of science who have ushered in practically every major typewriter development of the last half century.

I think of those original Underwood features that exert such rigid control over spacing and alignment . . . of a marvelous Underwood development that even compensates for a typist's peculiarities in stroking the keys and so helps insure uniformity of type impressions.

I think also about the all-important fact that Underwood makes its own typewriter ribbons and thus assumes responsibility for the complete typing job.

But to me the fundamental reason for the fine quality of the Underwood's finished work is that long ago Underwood recognized the fact that the first essential of a typewriter is that it type right, and all through the years a finer and still finer quality of typewriting has been the prime objective of Underwood engineering.

The Underwood definitely types better letters!

UNDERWOOD ELLIOTT FISHER COMPANY  
One Park Avenue, New York, N. Y.  
Sales and Service Everywhere

Write for free booklet—"GOUDY THE TYPE MASTER." It tells an interesting story of the achievements of the famous type designer and covers the expansion of his life work to include the field of the typewriter.

Copyright 1941, Underwood Elliott Fisher Company

## School Law

### Teachers

A substantial decrease in the number of pupils due to natural causes, sufficient to justify the closing of a one-room school is a valid cause for terminating a contract between a school board and professional employees who taught in the closed school. 24 P.S. 1126a.—*Crist v. Rayne Tp. School Dist.* 21 Atlantic reporter 2d 417, Pa. Super.

Teachers in school districts having average daily attendance of less than 850 pupils can only attain permanent tenure by affirmative action of the school board, and permanent tenure is not a matter of right arising from continuous service, but is a matter of grace extended to the teacher by the board. Calif. school code, § 5,501.—*Kauke v. Lindsay Unified School Dist.*, 115 Pacific reporter 2d 576, Calif. App.

### Pupils

The state of Tennessee has the power to prohibit students in any of its schools from organizing or joining a band, or if school bands are countenanced, the state may restrict appearances or performances of the bands to limited occasions, as a matter of discipline to prevent the time and interest of the students from being too greatly diverted from their schoolwork proper.—*Gentry v. Memphis Federation of Musicians*, Local No. 71, 151 Southwestern reporter 2d 1081 Tenn.

♦ The attorney general of Michigan, in an opinion rendered on July 29, 1941, has held that school districts of the state, under the motor-vehicle law, are liable for the negligent acts of their agents and employees in the operation of school buses or the faulty condition of the transportation equipment, resulting in injury or damage to the person or property of others.

The opinion is an interpretation of the effect upon school districts of the decision of the Supreme Court of Michigan, in *Miller v. the Board of Road Commissioners*, a case in which a county was held liable for injuries resulting from an accident caused by the negligence of a county employee.

♦ The Circuit Court of Botetourt County, Va., in an opinion given on September 27, has ruled that school boards in Virginia have no right to give away school property.

The opinion was given in the suit of school patrons of Glen Wilton, against the Botetourt County school board and the Triton Chemical Co. The court, in its opinion, stated that "it would appear that the school boards hold school property as trustees for the benefit of the public, for school and educational purposes. While they may sell, or exchange such property, if it seems wise to do so, they cannot in their discretion give it away." The bill of complaint alleged that the school board had given the property away to induce the company to locate its industrial plant in Glen Wilton.

### SCHOOLS RECEIVE GRANDSTAND

The board of education at Rumson, N. J., has completed the erection of a grandstand for the high school. The stand, which is a gift of Mr. Bertram H. Borden, a former president of the board, has a seating capacity of 1800. It is constructed of steel and concrete, with wooden seats, and back and sides of brick. Space underneath the stand will be used for dressing rooms and rest rooms. A concrete platform 12 ft. wide in front of the stand will provide comfortable seating for the band, cheerleaders, and other participants.

Mr. Borden, the donor, has been generous in his donations to the Rumson schools. In the past he has given a tower clock and chimes, a public-address system, a radio system, furniture and equipment for the board meeting room, space and equipment for the kindergarten, and equipment for a school dental clinic. His donations have largely been given in loving memory of his wife, Mary Owen Borden, who was interested in all community activities in the city.

### NEWARK ORGANIZATION FOR DEFENSE

Dr. Stanley H. Rolfe, superintendent of schools at Newark, N. J., has recently reported that Newark has been given a No. 1 priority rating to the safety of children in the event of war emergency. The school department holds that morale and the implications for the curriculum in the emergency deserve a share of the attention of the teachers.

A school committee on defense services has been organized. This committee has eight sub-

committees to plan in specific areas, and four of these cover the emergency problems of direct protection of children and buildings.

To bring the plans of the school committee on defense services into life, there is a coordinating board of three members of the superintendent's staff, which functions to mobilize volunteer teacher help and to supervise the execution of the jobs to be done. Cooperative contacts are maintained with outside agencies through this group. It is expected that the sub-committees will become active and that the executives will work when, and as, needs occur.

### BROCKTON SCHOOL CALENDAR

A school calendar of notably satisfying quality has been issued by the Brockton, Mass., school department, under the direction of Supt. John L. Miller. Arranged by Miss M. L. Dunham,

DECEMBER							1941
SUN	MON	TUE	WED	THUR	FRI	SAT	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				
MEETINGS							NOTES
DEC.							
1	Schools Open						
1	District Principals' Meeting, 6:10 A. M.						
1	Annual Report Due						
4	Mrs. Shaw, 3:45 P. M.						
4	Payroll Due						
8	Miss Handy, Grade 6—1:45 P. M.						
9	Education Council, 4:00 P. M.						
11	Miss Dunham, Junior High, 2:15 P. M.						
11	Pay Day						
12	Evening Schools—End of First Term						
12	Brockton High School Senior Play						
15	District Principals' Meeting, 9:10 A. M.						
17	Payroll Due						
18	Miss Arnold, 2:10 P. M.						
18	Mr. Tuckan, 2:15 P. M.						
18	School Board Meets						
21	High School Christmas Pageant, 4:00 P. M.						
22	Session for Naturalization—Superior Court						
23	Christmas Recess—Schools Close at Night						
25	Pay Day						
25	Monthly Reports Due						
25	Christmas						

A typical page of the calendar.

supervisor of art, and Mr. E. K. Fanning, district principal, the calendar is of the combined wall and desk types and lists all school events, local holidays, required report dates, official professional meetings, athletic and other extracurricular activities, paydays, school-board meetings, teachers' conventions, naturalization sessions of the courts, etc.

The arrangement of the monthly leaves permits the individual principal and teacher to list school and class events and to make memorandums.

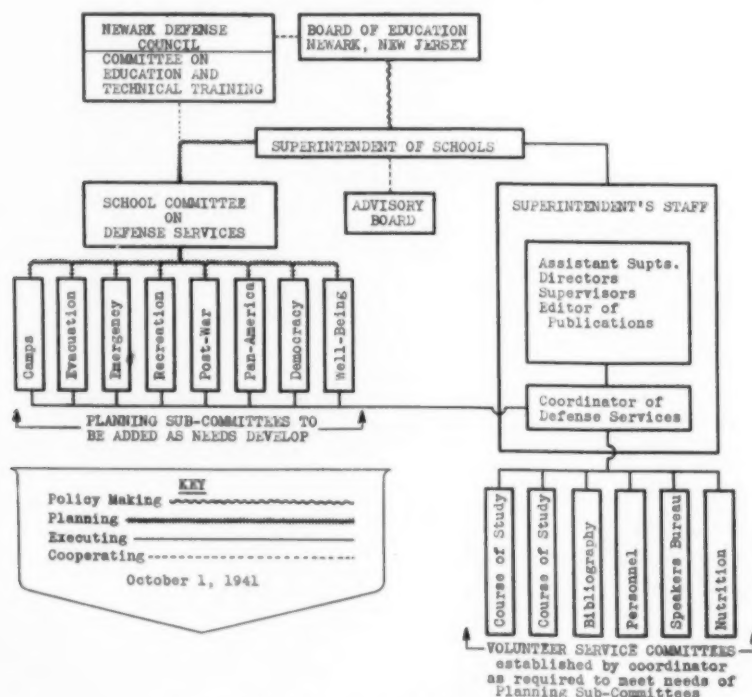
### THE PAYMENT OF MAINTENANCE EMPLOYEES

The board of education at Cincinnati, Ohio, has recently increased the wages of maintenance employees as follows: carpenters, to \$1.50 per hour; tanners, to \$1.50; electricians, to \$1.65 per hour; and glaziers, to \$1.65 per hour.

The board follows the policy of paying its permanent employees who work the year round, at a monthly rate of pay equal to that paid in other city departments under the Civil Service Commission. These employees are granted vacations with pay and liberal sick-leave benefits. Mechanics who are employed seasonally for limited periods of time, are compensated on an hourly basis, equivalent to the best local union rates.

### NEW YORK SUPERINTENDENTS ELECT OFFICERS

The Council of School Superintendents of New York State, at its recent meeting in Saranac Inn, elected new officers for the year 1942. They are: president, Clyde P. Wells, Batavia; vice-president, Harold Studwell, East Rockaway; secretary-treasurer, Erle L. Ackley, Johnstown.



The Newark School Organization for Defense.



## In Beaumont, Texas . . .



### Burroughs Accounting Machine speeds the preparation of vital school board records

School boards the nation over are depending more and more on Burroughs machines to provide the vital, up-to-date records necessary to efficient and economical school administration; also, to meet the requirements of city, county and state administrative agencies. Burroughs machines supply these records in less time, with less effort, at less cost. For complete information, or a demonstration on your own board's accounting, telephone the local Burroughs office, or write direct to—

**BURROUGHS ADDING MACHINE COMPANY**

6627 Second Avenue, Detroit, Michigan

# Burroughs



New Burroughs machines provide school boards with records of revenues, appropriations, payrolls, stock, cost distributions; records of fund receipts and disbursements, as well as expenditures and balances; records for making up budgets and for general accounting purposes.

## MODERN SCHOOL ESSENTIALS FOR DOUBLE PROTECTION OF BOTH PERSONNEL AND BLACKBOARD EQUIPMENT



**AN-DU-SEPTIC**  
DUSTLESS  
**WHITE**  
**CRAYON**

These finest quality Gold Medal White Blackboard Crayons are entirely free from irritating dust and other gritty particles. Now available by the gross in quarter-gross packs as shown.

**AN-DU-SEPTIC**  
DUSTLESS  
NON-POISONOUS  
**COLORED**  
**CRAYON**

New, improved, assorted-color Gold Medal Crayons now dust-free, grit-free and certified to be non-poisonous and non-injurious. As positively safe to use as they are effective.



Other Gold Medal Products famous for dependability and high quality include Crayola Colored Wax Crayon, Perma Pressed Crayon, Artista Water Colors, Tempera Colors, Frescol, Clayola Modeling Material and Shaw Finger Paint.

**GOLD MEDAL PRODUCTS LEAD ON MERIT**



**BINNEY & SMITH CO.**

41 East 42nd Street New York, N. Y.

### *School Finance and Taxation*

♦ Chattanooga, Tenn. The board of education has approved a budget of \$1,102,823 for the school year 1941-42. The budget includes provision for a schedule of teachers' salary increases amounting to \$40,000 for the year.

♦ Superior, Wis. The school board has approved a budget of \$602,418 for the year 1942. This is an increase of \$5,314 over the year 1940-41. The largest item is \$429,038 for expenses of instruction. The cost of operation will amount to \$106,019. The budget provides for a restoration of the 1941 cut in the pay of teachers. During the school year the teachers will donate one 2-week payday, thus saving the board \$16,000.

♦ Muncie, Ind. The school board has approved a budget of \$1,095,651 for the school year 1941-42.

♦ Racine, Wis. The school board has adopted a budget of \$1,269,654 for the school year 1941-42. Of the total amount, \$1,046,304 will be obtained by taxation. The largest item is \$814,920 for instructional expenses.

♦ The Marion County, Ind., board of tax adjustment has begun a study of the \$6,000,000 budget of the Indianapolis school system, calling for a tax rate of 99 cents. The school board has made a formal request for a 3-cent reduction, which would bring the year's estimate to 96 cents. The budget for the year 1941-42 calls for total appropriations of \$9,450,000, which is an increase of \$270,111 over the amount for 1940.

♦ Dallas, Tex. The school board has adopted a budget of \$4,829,883 for the school year 1941-42. For the second time in 10 years the budget was balanced without the necessity of salary reductions for teachers. All teachers will receive full pay during the school year.

♦ Washington, D. C. The 1942-43 school appropriation amounts to \$17,934,672. The request

for 1942-43 is the smallest since that for 1939, which was for \$18,858,978. The budget includes provisions for 335 new positions in the schools, funds for the construction of 26 school buildings, and sites for 10 new buildings. It includes also an appropriation of \$2,500,000 under the federal aid program to meet defense expansion.

♦ New Orleans, La. The school board of Orleans Parish has approved a budget of \$5,792,269 for the year 1941-42. The largest item is \$3,630,400 for teachers' salaries. The teachers' retirement fund will amount to \$196,490, and the custodians' salaries will reach a total of \$244,200.

♦ White Plains, N. Y. The board of education has cut its operating estimates for 1942 by \$35,000, through reduction of substitute teachers, maintenance of buildings, and elimination of a proposed greenhouse. As estimated, it will cost \$1,516,581 to operate the schools in 1942, and another \$443,005 to pay off bonds and interest on bonds for school buildings. An estimated revenue of \$411,614 from state aid and tuition will bring the net budget to \$1,547,972, which is an increase of \$8,909.

The budget's largest item is \$1,002,757 for teaching, which is a net reduction after increments of \$13,000 have been made. The board has cut 6½ substitute teaching positions, and has eliminated a proposed teacher of horticulture. The next largest item is \$184,554 for operation and maintenance of buildings. This is a reduction of \$9,641 over the current cost, and includes a \$3,069 cut in janitors' wages. Arbitrary cuts have been effected in school supplies, building repairs, replacement of furniture, and other maintenance items.

♦ Evanston, Ill. Supt. David E. Walker, of Dist. No. 76, in a recent statement, has reported a reduction of \$325,000 in the bonded indebtedness of the school district in 10 years. This reduction has been effected in spite of a shrinking of about \$18,000,000 over the decade in the assessed valuation of the district. The board has effected rigid economies to curtail its borrowing. Thus,

the amount of money spent for interest on tax-anticipation warrants has been cut to less than 1 per cent of the amount required 10 years ago.

♦ Fort Worth, Tex. The board of education has adopted a budget of \$2,482,088 for the year 1941-42. The budget includes \$11,945 for the school census, and \$33,600 for school-ground maintenance expenses.

♦ Kenosha, Wis. The school board has prepared a budget for the year 1941-42, calling for \$924,040, which is an increase of \$8,806 over the year 1940-41. The largest item is teachers' salaries, which makes up 87½ per cent of the budget. The cost of instruction will reach \$669,278, which is a reduction of \$3,777 from the estimate of a year ago.

♦ Milwaukee, Wis. The finance committee of the school board has prepared a budget for 1942, calling for \$10,109,191, which is \$312,088 more than the 1941 budget. Of the total amount, \$7,781,410 is to be raised by taxation, which is \$704,145 more than last year. The committee has decided to ask for the legal limit of \$490,665 for school construction, and the city council has been asked to furnish \$272,690 in addition. Under a legislative enactment, the law has been changed so that the school board may levy up to .6 mill for construction each year. The board estimates that it will need all of this when the five-year planning commission's report comes through.

♦ Minneapolis, Minn. The board of education has adopted a strict economy program to limit its school expenditures for the year 1942. The board has estimated its revenues for the year as \$7,700,000 and its probable expenditures at \$8,800,000. The board will endeavor to avoid large salary cuts during the year by the elimination of 70 teaching positions and a policy of "penny" saving.

#### **Janitors' Uniforms**

The janitors in the public schools of Independence, Kans., have new uniforms of a light-tan material. The words "Independence Schools" are woven into the back of the shirts.



# You Don't Need "BIG MONEY" To Refurnish with PEABODY "Defense Desks"



You'll be surprised how little it actually costs to modernize your schoolrooms with Peabody Defense Line Desks. This outstanding line of movable school seating increases room capacities up to 20%. It is built for comfort and to promote efficient work. Sturdy construction, modern design and most all the desirable features of costlier movable desks are embodied in Peabody Defense Line Desks.



No. 361 with Study Top



No. 360 with Lifting Lid Book Box

## Get Particulars on PEABODY Low Cost Defense Seating

If your classrooms need modernizing, if your classes are too crowded, if you feel the need for more room, perhaps a new building, be sure to first investigate this space-saving furniture. Let us show you how it will increase present classroom capacities at least 20%; how it gives greater flexibility to any classroom; how class management is made easier and how Defense Seating can be better utilized to accommodate children who have physical handicaps.

Write today for the Peabody Defense Line Catalog. Tell us your seating problems and let our engineering staff work out the most economical plan for meeting them. There is no charge for this service. Use it, take full advantage of the savings it brings and the certainty of proper up-to-date seating it assures.

**PEABODY SEATING CO.**  
Box 1 North Manchester, Ind.

## Teachers' Salaries

### NEW HADDON HEIGHTS SINGLE-SALARY SCHEDULE

The board of education of Haddon Heights, N. J., on June 3, adopted a single-salary schedule for the teaching staff, which offers a plan for adjusting salaries annually and provides for advancement of teachers from one group to the next provided they meet the minimum requirements.

Under the schedule, teachers are divided into 10 groups, based on length of teaching experience, semester hours of graduate work in preceding group, and minimum total semester hours of approved graduate work.

Under the schedule, teachers in Group 1 begin at \$1,200, and advance at the rate of \$75 per year up to \$1,425.

Teachers in Group 2 begin at \$1,500, and advance at \$50 per year up to \$1,600.

Teachers in Group 3 begin at \$1,600, and advance at \$50 per year up to \$1,750.

Teachers in Group 4 begin at \$1,800, and advance at the rate of \$50 per year up to \$1,900.

Teachers in Group 5 begin at \$1,950, and advance at the rate of \$50 per year up to \$2,050.

Teachers in Group 6 begin at \$2,100, and advance at the rate of \$50 up to \$2,200.

Teachers in Group 7 begin at \$2,250, and advance at the rate of \$50 per year up to \$2,350.

Teachers in Group 8 begin at \$2,400, and advance at the rate of \$75 per year up to \$2,475.

Teachers in Group 9 begin at \$2,550, and advance at the rate of \$75 per year up to \$2,625.

Teachers in Group 10 begin at \$2,700, and advance at the rate of \$75 per year up to \$2,800.

All teachers, in order to be able to advance within a group, must meet the requirements for entrance to that group. No graduate work is required or advised during the first year of teaching.

A master's degree will be considered equivalent to 24 semester hours of graduate work. Extended travel on the part of the teacher will be evaluated toward meeting educational requirements, on its merits. Experience in teaching outside the city of Haddon Heights will be evaluated on the basis of its value as preparation for teaching in the city schools. Experience in business may also be evaluated when such experience relates directly to the subjects taught.

Teachers in the employ of the schools, who do not meet the educational requirements of the schedule, upon the recommendation of the principal, will be given increments at the option of the board.

### TEACHERS' SALARIES

♦ Elizabeth, N. J. The board of education has revised its salary provisions for teachers, clerks, attendance officers, and nurses not already on the maximum salary, and has granted full salary increments and adjustments for the first time since 1930. The increases, which will amount to a total of \$57,000, have been made possible through economies effected by the board of school estimate, and through reduced school enrollment.

♦ Shawano, Wis. The school board has given a general 5 per cent salary increase to all grade and high school teachers for the school year. The raises were given with the understanding that there are to be no more changes in teaching personnel.

♦ Alton, Ill. The school board has voted to give bonuses of \$5 per month during the school year 1941-42 to all school employees who have been in the service of the schools at least one year. The plan applies to janitors and clerks, as well as teachers, and is intended to offset increases in the cost of living.

♦ Tacoma, Wash. The school board has restored the teachers' salaries to the full predepression level, beginning with the school year 1941-42. An expenditure of \$41,500 will be

necessary to make up the additional 3 per cent, which remained after the previous restorations had been made.

♦ Warren, R. I. The school board has voted to raise the maximum salary for high school teachers from \$1,700 to \$1,900 per year.

♦ Superior, Wis. The school board has restored full salaries to all teachers and employees, and has approved an emergency pay increase of 4 per cent. The 4 per cent raise will amount to \$19,800 additional funds in the budget. Restoration of cuts to custodians, clerks, and maintenance employees added \$2,996 to the budget.

♦ Newberry, Mich. The school board has voted to raise the pay of substitute teachers in grades one to six to \$4 per day, and in grades seven to twelve to \$5 per day.

### TEACHERS AND ADMINISTRATION

♦ The Georgia State Board of Education has passed a rule, requiring teachers to sign two-year written contracts. The order is intended to forestall wholesale resignations which will deplete the teaching lists. It is estimated that 1500 teachers have resigned since July 1.

♦ Augusta, Ga. The school board of Richmond County has proposed the rescinding of its rule against married women teachers. The proposed change is intended to relieve the growing scarcity of qualified teachers.

♦ Columbus, Ga. The Columbus Central Labor Union, in a recent letter to the president of the school board, has asked that the board permit no discrimination against teachers if they desire to join a union. The board had refused to permit the organization of teachers into a labor union.

♦ St. Louis, Mo. Approximately 108 veteran teachers and principals, who have reached the age of 70 or over, have taken leaves of absence without pay, or have been placed on part-time service. The elimination of these teachers from the regular teachers' lists has resulted in a saving of \$200,000, according to a report of George Johnson, director of personnel of the board.



The Milwaukee Vocational School washrooms are equipped with SANI-DRI

## SANI-DRI—For National Defense

In schools, vocational schools, business and industry throughout the country, SANI-DRI is providing a **sanitary, constantly dependable** drying service. With SANI-DRI, washrooms are **automatically kept cleaner**, free from towel-litter, a dangerous fire-hazard—and washroom service is greatly improved. SANI-DRI aids National Defense by conserving labor and materials—and this **modern** drying service effects **substantial savings** as against old-fashioned drying methods.

Illustrated literature sent upon request

Dependable Since 1897

### THE CHICAGO HARDWARE FOUNDRY CO.

Sani-Dri Division

1141 School St., North Chicago, Ill.

Also, Producers of "Sani" Food &  
Drink Equipment

A typical installation of Model "SR-W"  
SANI-DRI.



### School Board News

♦ Denver, Colo. The school board has approved a new plan through which postgraduate college students will obtain credits for their master's degrees while receiving training as interns in the city schools. The plan was formulated by the school authorities and the Denver University department of education.

♦ Kalamazoo, Mich. Otis A. Earl, president of the school board, has appointed a committee of three to cooperate with city officials in a proposal for financing and operating the public library. The public library system is now under the jurisdiction of the school board.

♦ Kansas City, Mo. The chamber of commerce has appointed a 9-member committee of civic and business leaders to work with the school board in solving the financial problems of the schools. Supt. Herold C. Hunt, in his

annual report, pointed out certain curtailments which may be necessary in school services to meet the situation.

♦ Portland, Ore. The school board has refused the use of the school auditoriums to speakers appearing under the auspices of the America First Committee. A clause in the school-board's order directs the building manager to investigate all future applications so that meetings inimical to the national defense will not be held.

♦ Cincinnati, Ohio. Supt. C. V. Courter has announced the installation of a uniform system of accounting for intraschool funds obtained from various student activities, including the sale of food in lunchrooms, various fees, locker keys, and breakage of equipment.

♦ Sheboygan, Wis. The school board has ordered that each male member of the janitorial and maintenance staff be given an increase of \$5 per month. An exception is made in the case of janitors who have reached the age of 65.

♦ Shawnee, Okla. The school board has leased a large building which it will utilize for trade

classes in connection with the defense training program. The building will house the classes in arc welding, blueprint reading, woodworking, and similar subjects.

♦ Minneapolis, Minn. Supt. C. R. Reed has proposed the gradual elimination of all portable school buildings as a result of a windstorm which recently tore two rooms off the building housing the Cavell School. Superintendent Reed pointed to the danger of housing children in these buildings. No children were in the building when the storm struck the city.

♦ Washington, D. C. The board of education has begun a study of emergency provisions for alleviating the acute seating shortage in the Southeast Washington School area. A federal survey of the defense housing project at Bellevue is being used in an effort to determine how many new students will need to be accommodated. The use of portable buildings is being considered to avoid the necessity of staggering school hours.

♦ New York, N. Y. The board of education has begun a survey as part of a broad campaign to improve the speech of boys and girls. Special attention will be given this term to pupils in the Brooklyn borough.

♦ Washington, D. C. The school board has approved the appointment of advisory committees to develop one-cent milk programs for needy children and to undertake a study of the nutrition of pupils. The advisory committee will seek to overcome Federal Government regulations that prevent establishment of the program under the surplus marketing plan.

♦ Dublin, Ga. Preliminary steps have been taken for the installation of a floodlighting system for the school football field. An organization has been formed to raise the necessary funds for the new equipment.

♦ Dover, N. H. The school board has authorized the superintendent to excuse pupils from school attendance who obtain jobs as apple pickers through the state employment service.

♦ The board of education at Ann Arbor, Mich., on September 24, signed a contract, appointing Mr. Otto W. Haisley as superintendent of the city schools until July 1, 1943. The action came as a result of the new board's voting to offer him the contract, following a six-to-three vote of the members.

Mr. Haisley had been dismissed by a former board last May because of what they termed ultraprogressive educational ideas. On September 3, the school electorate repudiated the action of the board by refusing to re-elect those members who had instituted the action, and elected new members pledged to retain Superintendent Haisley.

In signing the contract, Mr. Haisley renounces all claim to the protection of the teacher tenure law, under which he could demand a public hearing to prove his case.

♦ West Allis, Wis. The school board has passed a regulation that children in the orthopedic school must pay 10 cents a day toward the cost of their lunches. In the past these children were provided with free lunches. The 10-cent charge is expected to save \$1,000 a year in the school budget.

♦ Bordentown, N. J. The present industrial situation, together with regulations governing the employment of youth, has presented a problem to the school officials. The school board is attempting, under the direction of Supt. R. M. Oberholser, to meet the problem through the organization of a student personnel system, and the establishment of a placement bureau, with a director of both in-school and out-of-school NYA programs. During the next school year greater emphasis will be placed on opportunities for vocational training for youth.

♦ Elizabeth, N. J. The school board has turned over four school buildings for use as first-aid stations in cases of war or defense emergency. Folding cots and blankets have been provided, and a teacher, nurse, and medical personnel have been organized. The city is in the center of the munitions industries and precautions are necessary to meet a possible emergency.



## School Board Conventions

### IOWA ASSOCIATION OF SCHOOL BOARDS WILL MEET IN NOVEMBER

Plans are being completed for the meeting of the Iowa Association of School Boards, to be held in Des Moines, on November 6. President A. E. Atchison will preside at the meeting.

A helpful program has been prepared, with a fine array of speakers. Mr. Cameron M. Ross will report on the work of the last legislature and some applications to present needs. Mr. A. G. Redman will talk on "The Need of a Larger Organization and Results to be Obtained." The subject of "Reorganization of School Districts" will be discussed by Joe E. Johnson. Dr. Frank W. Hubbard will talk on "Some Problems Facing Education with Reference to Finance."

There will be a round-table session with discussions led by R. H. Sawyer.

### MONTANA SCHOOL BOARDS WILL MEET IN HELENA

The next annual meeting of the Montana School Boards Association will be held on Friday and Saturday, January 23 and 24, in Helena.

For information concerning the meeting, write to the secretary, E. L. Marvin, at Billings, Mont.

### ILLINOIS SCHOOL BOARDS WILL MEET

The Illinois Association of School Boards will hold its annual meeting November 4 and 5, in Peoria. The headquarters will be in the Pere Marquette Hotel.

On Tuesday morning, November 4, there will be a joint session of school-board members and superintendents, with a discussion of new legislation, and the presentation of officers' reports. At the noon hour there will be a luncheon and program for women board members.

On Tuesday afternoon a general session will be held, with a discussion on "The Schools and the Community." On Wednesday morning there will be discussion, taking up the topic, "A Better Association of school boards."

### CALIFORNIA SCHOOL TRUSTEES MEET IN SACRAMENTO

The eleventh annual meeting of the California School Trustees' Association was held September 25-27, in Sacramento, and was widely attended by representatives from every part of the state.

The theme of the convention was "Education for Today and Tomorrow," and the addresses throughout the three days were pointed toward the necessity for serious thought on educational programs under process of change. Dr. A. J. Mailton, president of Chico State College, gave a talk on "Our Schools Need Public Understanding and Good Will," in which he stressed the fact that the public school is an institution established by the people, and paid for by the people for the purpose of training its children. He emphasized six points necessary for the attainment of a harmonious school system.

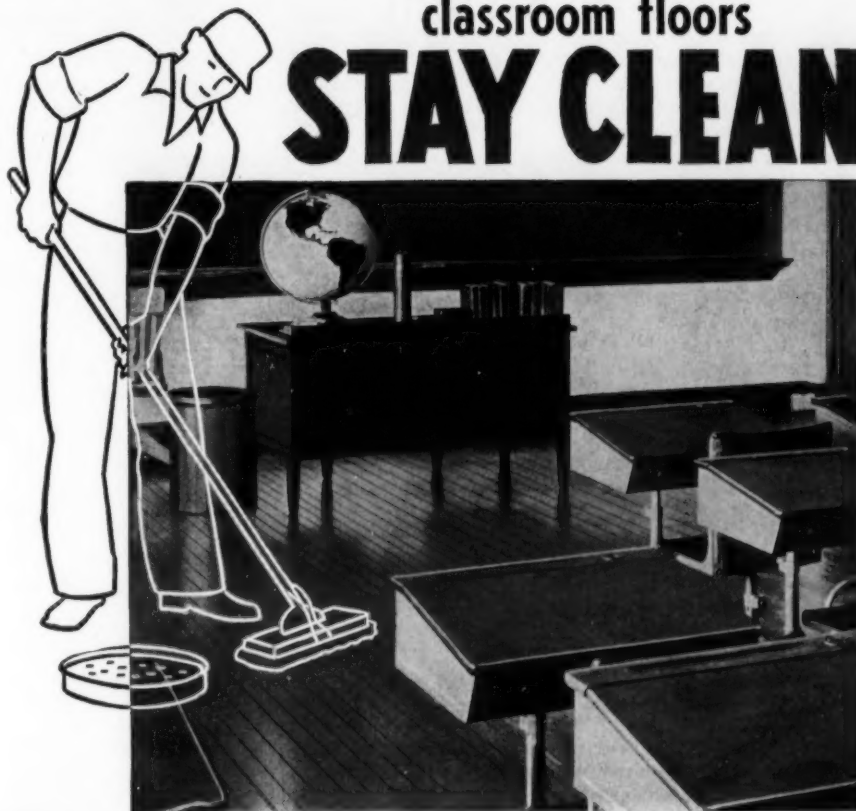
The general session, which was the most popular, took up the topic, "The Schools and National Defense." The speakers, in dealing with this topic, aimed to show the basic needs of industry and the government in providing for the national defense. Mr. R. Randall Irvin, of the Lockheed Aircraft Corporation, and Mr. John R. Alltucker, of Vallejo, discussed the respective industries and basic industrial needs in general. Other speakers were Mr. Howard Campion, Los Angeles, Mr. B. F. Enyeart, Burbank, and R. Gordon Wagenet, of Sacramento. The salient points of the discussions were commented on by Dr. V. E. Dickson, superintendent of schools of Berkeley. Mr. Gerhart Seger, a former member of the German Reichstag, talked on "The Dangers of the Fifth Column in America," describing his personal experiences of life in Germany before the Hitler regime.

"The Schools' Responsibility for Physical Fitness of Pupils" was the theme of another general

## WHEN PROTECTED WITH SEAL-O-SAN

classroom floors

# STAY CLEAN



**Y**OU'LL get maximum satisfaction out of the continuous cleanliness of your floors when you refinish with Seal-O-San.

You'll find the Seal-O-San finish unmarred by dirty traffic lanes—unharmful by ink or chemicals. You'll see a protective finish that seldom needs scrubbing.

Because Seal-O-San penetrates deeper . . . fills all cracks . . . and covers the floor with a tougher seal, it keeps dirt from

piercing the surface and getting a foothold. That's why a Seal-O-San finish looks clean—remains clean longer.

As an aid to sanitation in your school, refinish all wood floors with Seal-O-San. Their beautiful, clean appearance will be a source of pride every time you view them.

**The HUNTINGTON LABORATORIES Inc.**  
HUNTINGTON, INDIANA

# PENETRATING SEAL-O-SAN

PERFECT SEAL AND FINISH FOR WOOD FLOORS



session, when plans were laid for a survey of health conditions in California schools. Mr. John Cate, president of the National Association of Public School Business Officials, discussed "The Values of Nationwide Acquaintance."

A number of group conferences were conducted for elementary, rural, and secondary groups.

The officers elected for the year 1941-42 were: president, Eugene Tinsler, Long Beach; first vice-president, Dr. Louise Hector, Berkeley; second vice-president, M. B. Youel, Santa Ana; secretary, Mrs. I. E. Porter, Bakersfield. — Mrs. I. E. Porter.

### NEWS OF OFFICIALS

• The New York State Board of Regents has reappointed Dr. CHARLES G. HETHERINGTON, superintendent of schools of Auburn, to the Advisory Council on Elemen-

tary Education, for a five-year term, beginning Oct. 1, 1941. Dr. Hetherington has been a member of the council since its establishment in 1937.

• S. D. HENDRIX has been elected superintendent of schools at LaJoya, Tex. He succeeds A. B. Martin.

• T. H. BARE has accepted the superintendency at Montpelier, Vt. He was formerly principal of the Montpelier high school.

• HOWARD D. CRULL, of Birmingham, Mich., has been elected superintendent of schools at Port Huron. He succeeds L. A. Packard.

• DR. HENRY R. LINVILLE, a well-known New York City educator and a member of the New York City teachers' union, suffered fatal injuries in an automobile accident, near Blowing Rock, N. C., on October 1. Dr. Linville, who was a graduate of the University of Kansas and of Harvard University, became a member of the faculty of the New York City schools in 1898. He was on the faculty of the DeWitt Clinton High School and Jamaica High School but resigned from the latter in 1921 to devote his full time to the teachers' union.

## With the School-Business Chiefs in Atlantic City

School boards and their chief professional executives, the superintendents, may continue the conduct of local school systems in the secure satisfaction that the business affairs are in competent hands. If the Atlantic City convention of the National Association of Public School Business Officials affords a good criterion—and it does so in a dependable way—the school-business executives are not only fully alive to the present problems of the defense emergency and to the vast economic and social changes which are under way; they are rapidly and effectively adjusting the administration of the schools to each new turn in the events, and are in fact anticipating the probable results of a long war and of an early peace. As one speaker said, the emergency has been of value in removing any lethargy or smugness that may have developed since the recession of the depression.

Under the able leadership of President John T. Cate and his associate officers, the meeting gave impressive evidence of the growth of the association and of its constituent membership in the solution of technical problems in school finance and accounting, school-plant management and maintenance, purchasing, public relations, and general business administration. A commendable amount of progress has been noted in personnel management as applied to nonteaching staffs and the discussions Tuesday afternoon, led by Prof. A. B. Moehlman, T. G. O'Keefe of Ohio, J. M. Clifford of Michigan, and H. H. Baish of Pennsylvania, indicated state-wide progress in both legislation and direct action in the development of retirement plans for noncertificated employees.

At the opening session on Monday afternoon, official reports shared the interest of the association with the presidential address of Mr. John T. Cate, and a ringing appeal of Supt. Alexander J. Stoddard of Philadelphia, for the adjustment of education to the needs of democracy in the world conflict. The direct dangers in which the schools stand in case the United States enters upon an armed conflict was made dramatically apparent by the speaker.

On Tuesday morning defense problems were discussed. Dr. C. H. Elliott of New Jersey described the effective program which the state has put into effect for national defense. Dr. John K. Norton of New York, in discussing school-finance problems, urged the development of an adequate educational finance program as a part of a total civilian defense effort. Even if more war taxes should be imposed, they will not constitute an insuperable barrier against ample taxes for education. School-business officials must aid in the adjustment of state tax programs, in the development of better budget procedures, in overcoming the activities of fifth-columnist tax objectors, in avoiding legislative top limits on school taxes, and in aiding needed federal aid. Dr. Merle Farinrod, of the Office of Price Administration, Washington, made a convincing statement of the government's program for overcoming runaway price inflation and for controlling in a strong way the closely connected problems of managing raw materials, farm prices, rents, and labor prices—all without freezing.

The school's "Liability for Accidents" was discussed in an informative program on Tuesday afternoon. Under the able chairmanship of Attorney Harry N. Rosenfield, of New York, the speakers urged high moral and engineering standards for safeguarding children in schools. Mr. D. J. McCunn, of Pasadena, Calif., described a comprehensive liability insurance program for schools; Dr. Herbert J. Stack, of New York University, presented a surprising group of facts and a helpful series of safety engineering proposals for reducing accidents among children; Mr. F. R. Wegner, of Roslyn Heights, N. Y., described the effective mutual insurance system which has been developed in 27 states for the protection of school athletes; County Counsel W. B. McKesson, of Los Angeles, discussed the changing attitudes of the California courts in fixing the liability of school districts for school accidents due to curricular activities.

### Round Table Helpful

On Tuesday evening numerous members expressed the desire for bilocation in order to participate in the valuable round tables which took up (a) personnel problems with particular emphasis on the training of clerks; (b) the community use of buildings, particularly by forum groups, parent-teacher associations, and private organizations, and the difficulties of extra compensation for janitorial staffs; (c) the betterment of textbook construction through standardization of materials; and (d) the maintenance of buildings through increased budget allowances, competent inspection, and repairs for safety and efficient educational service. It was noticeable in several of the round tables that the problems of the small cities were not adequately presented and that men from the large centers chafed at nontechnical approaches to difficulties which worry men from the small cities and which would have been handled as a routine matter by a trained subordinate in a large organization.

### The Wednesday Sessions

Fire prevention and the direct business returns of education constituted the subject matter of inspirational addresses on Wednesday morning. Mr. T. A. Fleming made effective use of the human failure to utilize safety measures for a discussion of fire disasters in school buildings. Dr. Willis A. Sutton argued with considerable good nature the economic returns which businessmen get from school taxes. Dr. B. A. Findlay's use of films and slides was almost more effective than his enthusiastic paper in explanation of the values and methods of visual materials.

At the afternoon round table on "The Problems of the Clerk-Treasurer and Secretary in Smaller Cities," Mr. F. P. Rogers of Jamestown, N. Y., utilized the panel form of discussion in a manner that brought out many valuable points on budgets, school-board liability in the public use of schoolhouses, insurance placement in reciprocal and mutual companies, low-bid purchasing. Mr. H. S. Burns, of Baltimore, led a typically informational round table on purchasing supplies; Mr. E. L. Adcock, of Knoxville, Tenn., and a large group discussed janitorial problems.

The Thursday sessions brought the convention to a natural climax of utility and interest in that the morning sessions were devoted to informative discussions of technical problems of building construction, finance and accounting, and purchasing under a defense economy. In each section the speakers brought most critical current difficulties into focus. Thus, Mr. A. A. Knoll, of Long Beach, Calif., examined at length Safety Factors in School Buildings and Grounds, and Mr. Ralph Hacker, of Fort Lee, N. J., outlined in detail the plans and construction methods to be used in school buildings erected in the new defense areas. Dr. Emery M. Foster, of the U. S. Office of Education, made clear the important improvements in the new Federal Manual on School Accounting, and Dr. Henry F. Alves, of Washington, described the new Federal Uniform Outline for Pupil Transportation Accounting. An intensely interested group heard Major Joseph L. Ernst, of the U. S. Quartermaster Corps, describe policies of purchasing desirable under present government regulations concerning the essential defense needs. Major S. M. Ransopher, of the U. S. Security Agency, Washington, outlined the recent developments in the priorities which have been extended to school purchasing for repairs and replacements. It is expected that shortly all school supplies will be bought under favorable priority classifications and that school-building construction needs will be safeguarded.

If President Cate rendered the association a number of valuable services, the unique presentation of the Los Angeles budget made by Mr. Harry Howell was the most important. By means of slides, motion pictures, and an "abstracted" transcript of the actual sound recording of the Los Angeles public budget meeting, Mr. Howell made clear to an enthusiastic group how the Los Angeles budget was sold to the community under a thoroughly democratic plan.

The closing of the convention included a panel on The Measurement of Public School Business Administration under the able leadership of Dr. N. L. Engelhardt, of New York City, who was assisted by H. W. Cramblet, E. F. Nelson, R. A. Putnam, and H. C. Roberts.

Sixty-two commercial exhibits and George F. Smith's important Exhibit of Literature Relating to the Business Administration of Schools contributed much to the convention.

### Association Business

The Research Committees reported gratifying progress. Mr. W. N. Decker, of Altoona, stated that the Insurance Committee's comprehensive report on fire, liability, and other forms of insurance will be ready for distribution shortly. The Committees on Cafeteria Costs, Extracurricular Accounting, and Electric Rates reported progress and indicated that definite reports would be forthcoming in 1942. Mr. H. C. Roberts, for the Committee on Professionalization, presented a "Tentative Outline for a Code of Professional Ethics," which is to be revised for final adoption a year hence.

### Officers Elected

The election of officers resulted as follows: President, H. S. Mitchell, Dearborn, Mich. Vice-president, Edwin F. Nelson, Hartford, Conn.

Secretary, H. W. Cramblet, Pittsburgh, Pa. Treasurer, Albert Austerhohl, Camden, N. J. Directors, R. W. Shafer, Cincinnati, Ohio; C. Harvey R. Fuller, Toronto, Ont.; John T. Cate, Glendale, Calif.

The Resolutions Committee headed by Mr. John C. Tilt, of Hudson, Ohio, urged that the schools as the first line of internal defense, be given priorities for the purchase of all needed supplies and equipment in order that there may be no interruption in their defense efforts for the perpetuation of the American Way of Life. The resolution also requested the fidelity insurance companies to write comprehensive fidelity bonds for blanket coverage of school systems.

The city of Cleveland was selected for the 1942 convention. Meetings and exhibits will be held in the Statler Hotel.



## Premier SPEEDEE

### Vacuum Cleaner

**SIMPLIFIES  
SCHOOL CLEANING**



Speed up your school cleaning! Premier's rugged Speedee commercial cleaner does the job quickly and thoroughly. It's full-sized and built for heavy duty—yet it's lightweight and easily moved. Compactly designed, the Speedee is ideal for the hard-to-clean places—around desks and chairs, through narrow aisles. Powerful suction takes dust and dirt directly into its large metal container—there's no dirty bag to clean! Its fine performance and its low price will please you too.

#### SPECIFICATIONS:

**Motor:** 3/4 H. P. universal type, air-cooled

**Bearings:** Ball-type, greased for life

**Weight:** 30 pounds

**Dimensions:** 24" high, 13" in diameter

**Vacuum:** 45" maximum, developed by multi-stage fans

**Finish:** Durable crinkle, chrome trim

**ELECTRIC VACUUM  
CLEANER CO., INC.**  
1752 Ivanhoe Rd. • Cleveland, O.

APPROVED BY UNDER-  
WRITERS' LABORATORIES

Write for descriptive  
literature, full  
information.

## FLASH!

**50 TEACHERS KISS  
ARCHITECT AMES**



THESE ladies are showing their appreciation to Architect Ames. No, not for taking them out to lunch . . . but because he designed classrooms in which it is really pleasant for them to work. Noise used to fray their nerves, induce fatigue, make concentration almost impossible. Now, Architect Ames has reduced noise to a minimum. How? With sound-absorbing ceilings of Armstrong's Cushiontone in classrooms, corridors, cafeteria, and the gymnasium.

Cushiontone—the new, low-cost, perforated fibre-board in tile form—has a noise-reduction coefficient as high as 75%. And just as amazing is its ability to correct acoustics in the auditorium.

Unlike ordinary acoustical materials, Armstrong's Cushiontone does not tend to absorb dust and dirt. It is easily cleaned (with wallpaper cleaner or vacuum cleaner). It can even be repainted, when necessary, without affecting its sound-absorbing efficiency. The attractive ivory coloring blends harmoniously with any decorative treatment. And because Cushiontone reflects light efficiently, the cost of adequate illumination can be kept at a minimum. This new ceiling material also is an effective insulator against heat and cold, helping to keep rooms healthful and comfortable all year round.

Cushiontone is easily and quickly erected to any firm ceiling area. There need be no serious interruption to school routine.

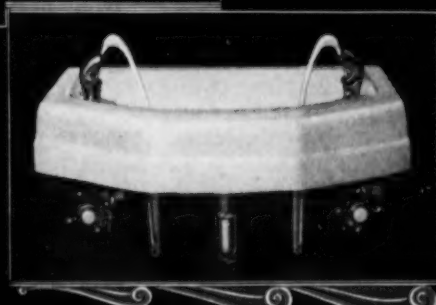
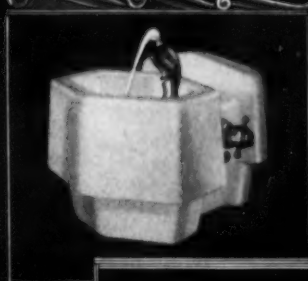
For full information, write for a sample and new data sheet. Armstrong Cork Company, Building Materials Division, 1246 State Street, Lancaster, Pennsylvania.



## ARMSTRONG'S CUSHIONTONE

Made by the makers of Armstrong's Corkoustie

*Do Your Specifications*

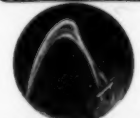


In the designing of schools, churches, hospitals and other public buildings, the provision of safe drinking water fixtures is as vital as any other phase of the specifications! It is significant that today Halsey Taylor Drinking Fountains are still the accepted standard for hygiene and convenience.

THE HALSEY W. TAYLOR CO., WARREN, OHIO

*Halsey Taylor*  
**DRINKING FOUNTAINS**

AUTOMATIC  
STREAM CONTROL



TWO STREAM  
PROJECTOR

Include  
**SAFE DRINKING?**

## Is Your School Keeping Pace With This MODERN TREND IN EDUCATIONAL EFFICIENCY?



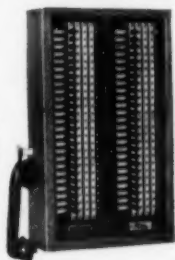
### STANDARD Program Clocks

Bring the correct time to every room and corridor . . . insure periodic control of class schedules. Master "Standard" Clock automatically checks secondary clocks once each hour and resets if necessary. Breakdowns and clock irregularities practically eliminated.

### STANDARD

#### Telephone Systems

Save time and endless "running" around to speak with classroom teacher and vice versa. Standard Telephone Systems are dependable, efficient, easy to install. A practical necessity in "modern education."



• True educational efficiency is—and always will be—based upon the personal competency of the educator. Yet, the modern "mechanization" of school routine has made great strides helping instruction become more efficient, more interesting.

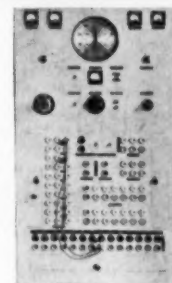
Standard Electric Systems, for schools old and new, are the result of years of specialization—equipment specifically built to meet the needs of today's institutions.

### Engineering Service

Based upon wide experience in designing equipment for schools and universities of all sizes, Standard Engineering Service is prepared to make practical recommendations to fit your individual needs, and your budget. For information, write Dept. B.

### STANDARD Laboratory Panels

Add new interest to experiments in laboratories and in electrical shops — with a "Standard" Laboratory Distribution System. Electrical outlets of varying voltages. Enables class to perform several experiments simultaneously. Many sizes.



### STANDARD

#### Fire Alarm Systems

The ultimate in dependable, fool-proof protection of life and property. Two types: The "Standard" Supervised Master Code System, and the "Standard" Unsupervised System for smaller schools.



## THE STANDARD ELECTRIC TIME COMPANY

SPRINGFIELD, MASSACHUSETTS

BRANCH OFFICES IN PRINCIPAL CITIES

### N.A.P.S.B.O. CONVENTION ADDRESSES

(Continued from page 44)

exercised in formulating an insurance program. It is suggested that an insurance program for school boards be based on the following principles: (1) the broadest possible policy forms; (2) automatic and blanket application of insurance to additional and changed exposures; (3) unquestioned stability and fair claim policy of our insurance carrier; and (4) a well-established and functioning safety program.

#### The Comprehensive Policy

The comprehensive policy form provides automatic coverage for new, changed, or undisclosed exposures without the necessity of notification to the insurance company. However, notifications of new operations or new locations is desirable in order to secure prompt safety engineering services which are oftentimes furnished by the insurance carrier. It also brings into one policy the specific coverages previously afforded on an individual policy basis.

When all known exposures are included, we then have a comprehensive policy.

Although the comprehensive policy form is all-inclusive, we should make certain that the proper information is conveyed to our insurance carrier to enable issuance of the policy with true and complete statements of fact. Following are some of the items which should receive our attention in making this survey: (1) Determine additional interests to be included as the Name Insured, such as members of the board of education, the governing body of the school districts, and executive officers thereof. (2) Since an audit is

made at the end of each year and premium charges made for increased, additional, or new exposures, it is well to survey carefully all exposures and make sure that the policy as issued represents the entire scope of operations. This will avoid misunderstandings over additional premiums developed by the annual audit. (3) At the time of making this survey, it is advisable to observe changes in exposures during the year or policy period so that previous to the time of audit you can know the effect of these changes from a premium standpoint for budget purposes.

#### Advantages of Comprehensive Coverage

Let us now enumerate some of the advantages of comprehensive coverage which are immediately apparent: (1) Dividing lines between specific period coverages are eliminated. (2) Possible loopholes between specific coverage afforded by one company and other specific coverages by another company are avoided. (3) Policies are automatic in their application to additional hazards and exposures during the policy period. (4) The coverage being broad and inclusive, statement of coverage is correspondingly simple. (5) The policies enable us to buy liability insurance instead of insurance on specific liability hazards which may or may not be the cause of subsequent loss. (6) The use of the policies enables us to review our liability needs in their entirety once a year or every three years, thereby saving a great deal of time. (7) We can fix responsibility on one company in connection with all our liability insurance.

In our positions of public trust, our accounting for the protection of public property and funds must be on a plane which will preclude the possibility of any criticism or charge

of neglect or inefficiency in the handling of this program. This can be accomplished only by securing the broadest possible coverage for the lowest possible premium consistent with the best insurance there is on the market.

As to the cost of this insurance, we have found that by using the comprehensive form and having all liability exposures covered under the one policy in the one company, it has been possible to purchase insurance for a lower total net cost than would be possible if the insurance were provided in several policies issued by two or more insurance companies.

Each of us then must select our insurance companies on the basis of the principles and reputation we require of our insurance carriers. The problem is worthy of careful consideration.

### PROTECTION AND INSURANCE FOR ATHLETIC INJURIES

F. R. Wegner, Secretary-Treasurer,  
New York State Public High School Association

It should be pointed out in starting that school boards or school employees are not legally liable for accidents occurring to boys in athletic games or in practice sessions, assuming that neither the employee nor board is negligent in providing proper equipment and competent supervision. Furthermore, a board of education cannot hope to escape any legal responsibilities by having parents sign so-called permission slips for their sons, absolving such board from any responsibility, although the use of such slips is advisable for other reasons. The parent legally is responsible for doctor's care in case his son is injured. Nevertheless schoolmen generally have recognized the growing moral responsibility of the school toward boys injured in athletic games. Admission is charged to these games; the amounts collected often run into large sums. In effect the services of the boys result in a profitable undertaking. Why not take



## Maximum UTILITY at Minimum COST!

**T**HIS Heywood-Wakefield desk provides maximum utility with a minimum of maintenance costs. Soundly built from heavy gauge seamless steel tubing, it's virtually wearproof. Available in graded sizes, it offers comfortable, correct seating for every pupil. Fitted with a simple, positive adjustment, this efficient *Unit Movable* design rarely requires attention. We shall be pleased to furnish you with complete details on this and other practical Heywood-Wakefield Desks and Chairs.

# HEYWOOD- WAKEFIELD

Established 1826

*School Furniture*

GARDNER

MASSACHUSETTS



Unit Movable Desk

care of the boy when he is injured? Thus these insurance plans were inaugurated, providing remedial and protective care for these boys.

The development of these plans varied in the several states. Today New York has adopted almost in toto the injury schedule of the state's Workmen's Compensation Law. Only California has gone as far as New York in this respect, but a study of the 1941 schedules of the various states indicates that it will be only a matter of a few years before all states will give at least the option of full accident coverage. Most of the states require a physical examination before registration or participation in athletics. Some of the states offer the option of insurance for transportation to and from games, while in other states it is already covered by present laws. Another interesting phase of our work has been the extension of restrictive rules accompanying the treatment of boys after they have been injured. Again, in New York, plans are under way to extend the coverage now available to athletes in the schools to all children attending school at any time.

However, all of us who have worked in this field recognize that even such coverage only scratches the surface. Complete medical and dental care of every child from the age of 6 months to 17 years is needed. It is a travesty that the physically strongest youths are receiving the best coaching, the best medical care, and insurance for accidents. America has the need that all of her youth shall be healthy.

### ADVANTAGES OF COMBINING ALL SCHOOL EMPLOYEES IN A SINGLE RETIREMENT FUND

H. H. Baish, Secretary,  
Pennsylvania Public School Employees'  
Retirement Board

When the Pennsylvania School Employees' Retirement System was established on July 1, 1919, all school employees, instructional as well as

noninstructional, were included in its membership. We have, therefore, had no experience with retirement systems for separate groups or classes of school employees. Our present plan of having all school employees included in one retirement system has been so satisfactory that we have never seriously considered a change in this respect.

I will discuss briefly three important advantages of combining all school employees of any state in a single retirement fund.

The first advantage is economy. It is more economical to administer a retirement system which includes all the school employees than to have a separate system for the different groups of school employees. Fewer reports are required, less clerical help is needed, and the amount of correspondence is reduced if all school employees are included in a single retirement system. This is especially true if the separate systems are administered by different boards.

The second advantage of combining all the school employees in a single retirement system is harmony. With a separate system for each of two or more groups, it is probable that one group would be able to secure more liberal retirement provisions. The difference in service records and mortality rates among various groups of school employees is not great enough to justify a separate retirement system for each group. The problem of the investment of the funds can also be more satisfactorily handled with a single fund than by having separate funds.

The third advantage of a single retirement system can be explained by the words "in unum est vis." Frequently an educational campaign must be conducted before the general public is prepared to support a retirement system for school employees. If the school employees divide their efforts among different groups, and each group endeavors to secure its own system, the state legislature is far less likely to be favorably impressed than if all groups unite to combine all school employees in a single system.

After a retirement law has been enacted, experience frequently shows that certain amendments become desirable. If all school employees are combined in a single system their united efforts will enable them to secure such desirable amendments.

### ADVANTAGES IN MAINTAINING SEPA- RATE FUNDS FOR CERTIFIED AND NONCERTIFIED EMPLOYEES TO BE ADMINISTERED BY ONE RETIRE- MENT BOARD

J. M. Clifford

At the outset it should be stated that the advantages in maintaining separate funds for certified and noncertified employees to be administered by one retirement board are outweighed by the disadvantages.

The topic will need to be considered with this qualifying statement in mind. Further, the advantages come chiefly under the heading of having the two funds administered by the one board. There are few advantages in having separate retirement funds for certified and noncertified employees, but there are a number of things to be gained by having the two funds administered by one retirement board.

Michigan has two separate funds known as the Michigan Teachers' Retirement Fund and the Michigan Non-Teaching Public School Employees' Retirement Fund. Under the law, the latter is administered by the Teachers' Retirement Fund Board. This situation exists chiefly as a matter of expediency. It is apparent that all public school employees are entitled to some form of social security. The custodian, clerk, or engineer needs retirement as much as the teacher.

In 1939 the Michigan Legislature was asked to expand the Michigan Teachers' Retirement Fund Law so as to include all public school employees. The bill containing this proposal was never passed by the legislature. The failure of the bill to pass was partly accounted for by an economy program, but was chiefly due to opposition from teachers.

# GRIME *doesn't Pay!*



Unkept, dirty, grimy floors cost far more in the long run than well kept floors, dirty floors deteriorate and after a few years have to be entirely replaced; well kept floors protected by proper floor treatments and modern maintenance products and methods will last for many years.



Hillyard floor treatments and maintenance products backed up by the Hillyard method of application will keep your floors bright, sparkling and provide a beautiful lasting surface easy to keep clean and assure a healthful condition in your class rooms, halls and gyms.



In your community there is a Hillyard Maintenance Engineer who will give you advice without obligation, call or wire the Hillyard Company. FREE . . . Hillyard's NEW book on Modern Maintenance, send for your copy today.

## HILLYARD SALES COMPANY

...DISTRIBUTORS HILLYARD CHEMICAL CO. ... ST. JOSEPH, MO. ... BRANCHES IN PRINCIPAL CITIES...

As a result of the 1939 failure, the organizations representing the nonteaching personnel agreed to approach the problem in a different manner. In 1941 a bill was introduced and passed which provides for a separate retirement fund for the nonteaching public school employees and further provides that this fund shall be administered by the Teachers' Retirement Fund Board. This historical material is presented because it shows that Michigan started with the idea of having all school employees under a single retirement fund. Such a plan did not meet with success and therefore a separate retirement system was set up.

The principle advantage of a separate fund lies in the fact that it reassures teachers. It does this because it permits their established retirement system to continue to function in its original manner. It might be said that teachers should not object to a retirement system which would protect all school employees. The fact remains that, rightly or wrongly, they have often raised strenuous objections to any expansion of their system so as to include all school employees.

Separate retirement systems permit accurate determination of the difference in annuity costs for the nonteaching personnel as compared with the teaching personnel.

Separate funds also permit taking into account the differences which exist with regard to age, service, and salary. They permit different retirement provisions designed to accommodate the group covered.

There are a number of advantages gained from the fact that though the two funds are separate they are administered by the same board. This procedure permits school districts to handle all their retirement transactions through one office. It also insures the use of a uniform procedure. Under this arrangement the blank forms used in making reports to the retirement office and in making application for retirement are almost identical. To avoid confusion, arrangements have been made to have all blanks dealing with the nonteaching personnel printed on green paper.

These blanks are given a form number similar to the form number used in the Teachers' Retirement Fund except that there is a special prefix.

There was a distinct advantage to the new Non-Teaching Fund gained from the experience which the Teachers' Retirement Fund Board had in the past.

Having both funds administered by the same board further assures a reasonable approach in the matter of presenting appropriation requests to the legislature. If the Non-Teaching Fund and the Teachers' Fund were administered by separate boards, there would be a great danger of a fight for appropriations. A single board can determine the amount of appropriation needed for each fund on a scientific basis and present a united front before the legislature.

Summarizing, a separate retirement fund for noncertificated employees reassures teachers, since it permits their fund to continue undisturbed. There is a decided advantage in having both funds administered by one board because such an arrangement permits school districts to deal with one office, it assures uniform procedure and provides for a scientific approach in the matter of securing finances from the legislature.

In conclusion, it should be pointed out that there are also a number of disadvantages. It is very difficult to avoid confusion where two funds are administered in the same office. Many school districts send in payments without designating the fund to which they are to be credited. The division of administration expense also presents a problem. However, it appears that both Michigan funds will continue to function satisfactorily.

### LIABILITY OF CALIFORNIA SCHOOL DISTRICTS

William B. McKesson, Deputy, County Council, Los Angeles County, California

Public education 50 years ago was commonly limited to the three R's. While the modern conception of the educator may still embody these three fundamentals, to those of us who are

school lawyers, when school negligence is mentioned, we believe that the three R's of today are Responsibility, Resistance, and Recovery. California is in the forefront in the matter of holding school districts liable for injuries to persons and property. As a guide—or perhaps a warning—to those of other states, it may be profitable to review what has been done in this field in California.

We mentioned the three R's: Responsibility, Resistance, and Recovery, but we might carry the metaphor of modern education a step further and say that our discussion will be a lesson in history, geography, and arithmetic. History of legislation upon the subject and the court decisions interpreting such legislation—that's Responsibility. Geography—a discussion of the places where school accidents occur—that is on the school grounds, in the classroom, or on the way to or from school. And Arithmetic—something of the financial burdens imposed upon the districts—that is Recovery.

[The speaker proceeded to discuss Responsibility, Resistance, and Recovery in light of the cases brought before the California courts involving school district liability. The following summary of this material was then made.]

We have concluded our history, geography, and arithmetic lessons and in closing draw from our adjudicated cases the following principles.

1. The statutes of California do not make the district the insurer of the pupils, but they are responsible for only ordinary care.

2. Districts are not liable for injuries resulting from the acts of fellow students.

3. In determining the question of contributory negligence it is proper for the jury to take into consideration the age and inexperience of the injured child.

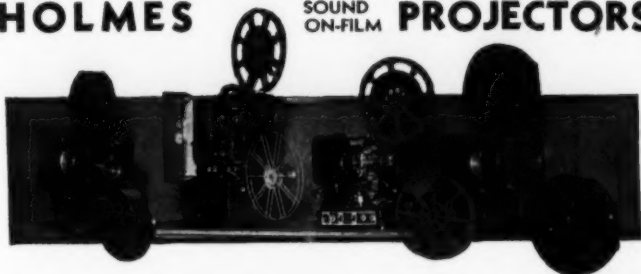
4. Notice of defective or dangerous condition of school property may be either actual or constructive.

5. There is no personal liability on the part of the members of the governing school board although a teacher is personally liable if his negligence causes the injury.



## No Eye or Ear Strain

### HOLMES SOUND ON-FILM PROJECTORS



The brilliancy of the Holmes film projection, its rock steady pictures and clarity of reproduction of speech and music, have created an enviable reputation for the Holmes machine. No indistinct pictures or distortion of sound ever mar the smoothness and excellence of its performance. Holmes portable units are convenient and compact . . . are easily set up anywhere, ready to run.

Write for full details.

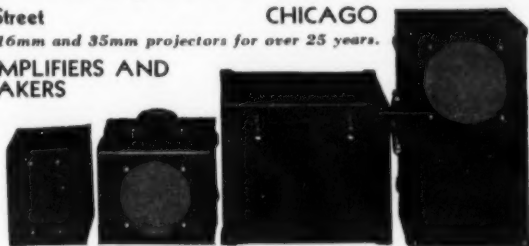
## HOLMES PROJECTOR COMPANY

1812 Orchard Street

CHICAGO

Manufacturers of 16mm and 35mm projectors for over 25 years.

HOLMES AMPLIFIERS AND SPEAKERS



PROVIDE MAXIMUM SAFETY and COMFORT FOR YOUR GUESTS . . .



You will enjoy the satisfaction and lasting economy of a quality installation by buying Universal bleacher seating. For over 25 years, quality of design, material and workmanship have characterized Universal products; our many satisfied users today prove the wisdom of this policy. There is a Universal installation near you, names will be supplied on request, we invite your full investigation.

The Universal line includes both wood and steel portables; grandstands; and steel folding gymnasium stands . . . a type to meet your need. Let us help you plan.

ORDER NOW  
for  
GUARANTEED  
DELIVERY  
at  
PRESENT  
PRICES

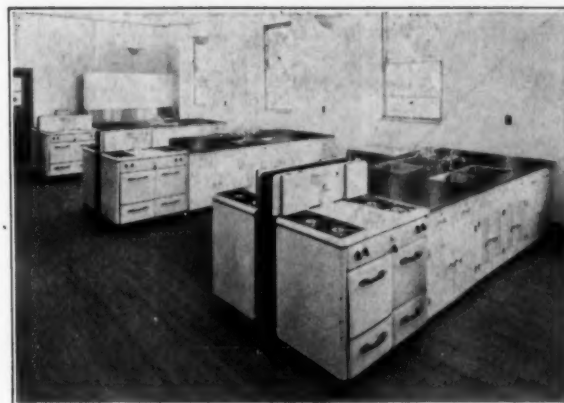


GET THESE HELPFUL BULLETINS

Know the extra values built into these bleachers, their space economy and ease of operation as well as their high factor of safety.

**UNIVERSAL BLEACHER COMPANY**  
CHAMPAIGN, ILLINOIS

## PLANNING A NEW FOODS LABORATORY?



An efficient Foods Laboratory never "just happens." Exhaustive and painstaking preliminary planning is the one sure means of approximating the ideal arrangement.

In order to be assured of delivery of new equipment, action should not be delayed in making plans for the laboratory layout, compiling budget estimates, and writing specifications. Sheldon Sales Engineers are located in most principal cities. The one nearest you is eager to assist you.

Write today for a copy of the Foods and Clothing Section of our Catalog. Better still, request us to send a representative for a personal review of your requirements.

## E. H. SHELDON & CO.

MUSKEGON

717 NIMS ST.

MICHIGAN

## NEW Blackboards for OLD

RIGHT ON  
THE WALLS

with

## STATLER



## RESURFACING

Statler Process Resurfacing (patented) is the proven, efficient method for restoring glazed, cloudy, worn blackboards to their original efficiency. It is quick and quiet; does not disturb classes in adjoining rooms. No dust, no bother. It is electrically operated, fully automatic and produces a clean, uniform surface, frequently better than the original surface. Requires no stain nor "dope" to attain the perfect dull, satin, slate finish nor to conceal uneven irregular surfaces.

Boards of education in all parts of the country have found the Statler Process the satisfactory, economical answer to blackboard maintenance problems. Such Boards as St. Louis and Cincinnati and such institutions as University of Michigan, Yale University and the Teachers College of Columbia University as well as many others are regular users.

Statler Process is a service operation applicable to slate only. No investment is necessary and cost is extremely low. All work done by trained experts, to specifications and fully guaranteed.

Write for complete information. TODAY!

**BLACKBOARD RESURFACING, INC.**  
5209 EUCLID AVENUE  
CLEVELAND, OHIO

## MEDART OFFERS THE OFFICIAL FAN-SHAPED BACKBOARD...



**ONE PIECE  
STEEL  
CONSTRUCTION**

*Now  
Official!*

Of course, you want the new, fan-shaped backboard—the one and only backboard recognized as "Official" by the National Basketball Committee of the United States and Canada. The Medart Backboard is fabricated of one piece of steel, strongly braced and priced within the reach of all. Be ready for the new season. Replace your old equipment without delay.

*Write for Catalog*

**Fred MEDART Mfg. Co.**  
3530 DeKalb Street St. Louis, Mo.



## 2 Major Improvements



Patent Pending

The Bandshell Mouthguard effectively prevents mouth-and-nozzle contacts.

The Air Lock effectively prevents the contamination of the fresh water supply by the pollution from a backed-up sewer.

These two major improvements in addition to a number of other improvements incorporated in the new Murdock Air Lock Outdoor Drinking Fountain confirm the universally-held opinion that this is "the most sanitary and practical outdoor drinking fountain obtainable."

We also manufacture the "Genuine" Murdock anti-freezing Self-Closing Hydrants and Lock-Lid Lawn Hydrants.

**The Murdock Mfg. & Supply Co.**  
426 Plum St., Cincinnati, Ohio

**MURDOCK**  
The Most Reliable Name on Water Service Devices

## School Building News

♦ Supt. C. V. Courter, of Cincinnati, Ohio, has asked the voters to approve a \$2,000,000 school-bond issue, the proceeds to be used for expanding the vocational high school buildings and facilities.

♦ Lackawana, N. Y. The Federal Government has approved a defense public works project, calling for a new senior high school, to cost \$1,112,497. Plans for the building are being prepared by R. E. Pfohl, architect, of Buffalo, N. Y.

♦ Ashland, Wis. The school board has received a report from the committee on insurance, which has recommended that the school insurance be arranged on the five-year carrying plan, with 90 per cent coinsurance based on an appraisal, and extended coverage for windstorm, tornado, and other liabilities. In order for an insurance agent to participate in the insurance schedule, it is required that he shall be in an established agency for a continuous period of at least five years.

The plan eliminates the number of policies from 234 to 102 immediately, and for a period following until the number reaches 40 policies. Each agency will have five policies in the office, and in case of a fire loss one master proof of loss must be submitted by the city clerk.

♦ North Kingston, R. I. The school board has protested a cut in the Federal Government's estimates for a proposed school expansion program, to cost \$2,260,000. The school board is seeking to provide adequate facilities for the education of 2000 new pupils who belong to families of naval men assigned to the Quonset air station unit.

♦ Piqua, Ohio. The school board has begun plans for the proposed trades school addition, to cost \$100,000. Messrs. Walker, Norwich, and Templin, Dayton, are the architects.

♦ Menomonie, Wis. The voters have approved a proposal for the construction of a new senior high school building, to cost \$225,000.

♦ Omaha, Neb. The school board has made application for a PWA grant to finance the construction of two elementary schools and an addition to the high school, to cost approximately \$1,500,000.

♦ Fulton, Ill. The voters have approved a school-bond issue in the amount of \$163,000 for the construction of a new school.

♦ Stamford, Conn. The town has appropriated \$166,000 for the construction of a gymnasium at the Cloonan School.

♦ Ridgefield, N. J. The citizens recently voted to purchase a house and the adjoining property to the junior high school, which is to be the new home of the Ridgefield Public Free Library. The removal of the library from the school building releases rooms for kindergarten classes which will be conducted for the first time this year.

♦ Kansas City, Mo. The voters have approved a \$100,000 school-bond issue for the financing of an addition to the Prairie Grade School. The project will comprise eight new classrooms and the remodeling of the cafeteria.

♦ Fort Thomas, Ky. The board of education has replaced the old lighting fixtures in the Highlands High School. New fluorescent lamps which give more than four times the light of the old fixtures, at practically no increase in the consumption of current, have been installed.

♦ Pittsburgh, Pa. The school board has begun plans for the Westinghouse Vocational High School, to cost \$250,000. The board has asked for a federal grant to build an addition to the Gladstone Junior High School.

♦ Fort Wayne, Ind. The Federal Government has approved a project for the construction of an annex to the Elmer School, to cost \$129,000.

♦ Hattiesburg, Miss. The Federal Government has approved a PWA grant of \$145,066 for the construction of an elementary school.

♦ Charleston, S. C. The Federal Government has approved a grant of \$415,000 for the Ben Tillman Homes Grade School, and \$429,000 for the Chicora Place High School. David B. Hyer is the architect.

♦ The school board of Grand Island, Neb., held an open house on Friday, October 3, in connection with the dedication of the new Dodge School. This new building is the first unit of a school which will provide room for expansion as the city grows. The building was erected at a cost of \$70,000, and the cost of the grounds and improvements amounted to \$6,000.

♦ Milwaukee, Wis. The building committee of the school board has approved a school repair budget of \$854,000 for 1942, which is an increase of \$109,000 over the year 1941. A 10 per cent increase in wages and a 20 per cent rise in the cost of materials are responsible for the larger budget.

♦ The county board of education of Montgomery County, Pa., has awarded contracts for school buildings and equipment to cost a total of \$113,406.

### DR. CUBBERLEY'S PASSING

The death of Dr. Ellwood P. Cubberley, at his home in Stanford, removes from the field of education one of the most important thinkers in the field of school administration, a man who through his teaching and his writings did more than any recently living man for the development of the science and art of educational administration.

A kindly man, a magnificent friend of all his students, Dr. Cubberley did much to clarify the thinking of practical administrators and to direct the profession of school administration along conservative lines. Thoroughly democratic in his viewpoints, he realized that some of the proposals for the independence of administrative men and executives must be limited for their own welfare by the democratic control of boards of education.

Dr. Cubberley's work will live on in the administrative setup and in the administrative policies of numerous school systems. His life as a kindly gentleman, a thorough scholar, and a true educational leader will remain in the memories of his students.



# PAGE FENCE

*America's First Wire Fence - Since 1883*



## ITS STRENGTH IS IN ITS SHAPE

★ Pound for pound of weight, Page Winged Channel Posts are strongest and render longest service. Their shape gives them greater resistance to pull and strain. Expertly erected on these posts, your fence is up to stay. But a better post is but one of the Page advantages. Only Page provides localized engineering and erecting service, through 102 responsible firms which own their own plants and operate crews of skilled men. All are technically-trained, long-experienced and permanently interested in every job they handle. Write for book, "Fence Facts." Address PAGE FENCE ASSOCIATION, Monessen, Pa., or Bridgeport, Conn., New York, Pittsburgh, Atlanta, Chicago, San Francisco.

A PRODUCT OF PAGE STEEL & WIRE DIVISION  
AMERICAN CHAIN & CABLE COMPANY, INC.

## IT'S PETERSON FOR QUALITY In Modern Laboratory Furniture

Peterson designers, always in close touch with educational progress, realize the need of constant improvement in all types of school furniture for Science rooms and libraries. Because of all-around superiority in design, materials and workmanship, resulting in true economy, Peterson equipment enjoys the preference of school managements everywhere. Let Peterson experts counsel with you regarding your equipment needs. Our complete catalog containing much valuable information regarding efficient installation of school laboratory and library furniture, will be sent on request.

### Instructor's Desk No. 7800

Completeness, compactness, and low cost make this desk a popular favorite everywhere.



Let Us  
Help You  
Plan  
Your  
Science  
Rooms

**LEONARD PETERSON & CO., INC.**

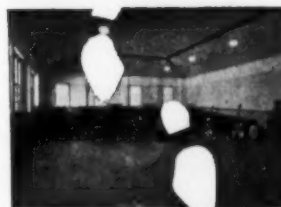
1222-34 Fullerton Ave.,

Chicago, U. S. A.



## The **STOP SIGN**

### FOR FLOOR TRAFFIC WEAR



A chain is only as strong as its weakest link... a floor seal is only as protective as the peak traffic it must withstand. If the floor seal can't "take it" the result is unsightly traffic lanes - those bare, worn strips that invite floor decay... expensive replacement costs.



PYRA-SEAL stops traffic lanes from forming - even in those rooms where floor traffic is heaviest. This is because PYRA-SEAL is not just a floor finish but a wood floor SEAL. PYRA-SEAL seals the pores of the wood - actually becomes a part of the floor itself, protecting the entire surface of the wood with a tough, long-wearing seal that will not chip, crack, or peel.



## PYRA-SEAL

Means Greater Beauty - -  
Lower Maintenance Costs

PYRA-SEAL dries to a beautiful lustrous, yet non-slip seal of protection that resists wear and decay. Impervious to hot and cold water, acids, ink, alcohol, alkalis, etc. . . . A floor that requires only a minimum of maintenance costs or time. No wonder school boards and superintendents are insisting on PYRA-SEAL beauty and protection for all wood floors.

Approved and recommended by the  
Maple Flooring Mfrs.  
Assn., National Oak Flooring Mfrs.  
Assn., and specified by leading architects.

### Write for New FREE CATALOG

Gives complete information on PYRA-SEAL treatment and other Vestal products that save time, money, and labor in floor maintenance. Write for your copy today.



**VESTAL CHEMICAL LABORATORIES, INC.**  
ST. LOUIS NEW YORK

## Professional Directory

### F. E. BERGER & R. L. KELLEY

Architects  
EDUCATIONAL BUILDINGS  
Lincoln Bldg. CHAMPAIGN, ILL.

### BONSACK & PEARCE INC.

WILL MAKE SURVEY OF YOUR NEEDS  
Complete Architectural & Engineering  
Services by School Specialists  
408 Olive Street St. Louis, Mo.

### Boyum, Schubert & Sorensen ARCHITECTS

Complete Building Service  
Specializing in Schools and Public Buildings  
Winona, Minnesota La Crosse, Wisconsin

### FREDERICK A. ELSASSER

Architect  
1000 Stuyvesant Ave., Union, N. J.

A. C. Eschweiler, F. A. I. A. C. F. Eschweiler, A. I. A.  
A. C. Eschweiler, Jr., A. I. A. T. L. Eschweiler, A. I. A.

**ESCHWEILER and ESCHWEILER**  
ARCHITECTS  
720 East Mason St., Milwaukee, Wisconsin

### MARTIN J. GEISE Architect

I make a Specialty of Designing School Buildings in  
Illinois, Iowa, and Missouri. Over 20 years Experience.  
QUINCY, ILL. KEOKUK, IOWA  
AND  
109 N. 8th Street State Central Savings Bank  
Building, 6th and Main

Wm. G. Herbst, A. I. A. E. O. Kuenzli, A. I. A.

### HERBST and KUENZLI ARCHITECTS

Educational and Public Buildings  
1249 North Franklin Place Milwaukee, Wis.

### WM. B. ITTNER, INC.

Superior Architectural and  
Engineering Service Rendered  
408 Board of Education Building, St. Louis, Mo.

### GILBERT A. JOHNSON

Architect for Rockford Board of Educa-  
tion 1921-1940  
Designed School Buildings costing  
\$3,500,000 in 1939-1940  
Rockford, Illinois

### WARREN S. HOLMES COMPANY

Architects and Engineers  
Specializing in School and  
College Buildings.  
2200 Olds Tower Lansing, Michigan

### JOS. C. LLEWELLYN CO.

ARCHITECTS and ENGINEERS  
38 S. Dearborn St.  
Chicago  
Ralph C. Llewellyn M. W. S. E. and A. I. A.

Wm. R. McCoy, A.I.A. D. Clarence Wilson

### McCOY & WILSON ARCHITECTS

Modern School Buildings  
A Specialty  
Rooms 313-314-315 First Nat. Bank Bldg.  
MT. VERNON ILLINOIS

### McGUIRE & SHOOK

ARCHITECTS  
Specialists in Design of Educational Buildings  
Consulting Service to School Officials  
INDIANAPOLIS, INDIANA

### Perkins, Wheeler & Will

ARCHITECTS  
DWIGHT H. PERKINS—Consultant  
Merchandise Mart, Room 2204 Chicago, Ill.

### C. Godfrey Poggi

ARCHITECT  
Elizabeth, New Jersey

### SCHAEFFER & HOOTON

Architect & Designer  
7th Floor Peoples Bank Building  
BLOOMINGTON, ILLINOIS

## GIVE THE PUBLIC AN OPPORTUNITY TO EXPRESS ITSELF

(Concluded from page 16)

Two questions were asked to give the committee some idea of what parents were thinking about their schools: "What constructive suggestions would you like to make concerning your schools?" and "What do you particularly like about your schools?" The answers add to the accurate knowledge which the committee has concerning public opinion in the community and action has been taken on suggestions received. It is now possible for the committee to approach its problem more intelligently for the coming year.

The questionnaire itself promotes good public relations. One parent remarked, "questionnaire shows a fine spirit," and another said, "It gives parents a chance to express themselves."

## THE ASSEMBLY AS PART OF THE CURRICULUM

(Continued from page 28)

sible that a list could go on indefinitely. First, are those participated in entirely by students. Grinnell says, "In general, the more student participation, the more interest the assemblies will hold for other students and parents."

Assemblies of entire student participation fall into many classifications. First and most common are pep assemblies. These can be either good, and it is extremely hard for any pep assembly to be good, or they can be terrible—and most of them certainly are. Second, dramatic assemblies, such as plays, skits, dialogues, and recitations. Third, musical programs—instrumental, choral, and variations of these two. Fourth, programs growing out of classroom activities. Fifth, debates of current interest. Sixth, proposals by students relative to securing or improving certain school items.

Assemblies with no student participation should be infrequent. The school year, however, should not go by without bringing in some talent from outside. "A discerning outside speaker can often prove a meritorious service in telling not only of general advantages of education, but in helping the community to realize its own specific needs." Every community has men who can contribute much to the students. This can be most effectively done through the assembly. It is always possible to get an outstanding lawyer, doctor, minister, or businessman to speak in a school assembly. None of these speakers should be asked to come just to fill in the date. There should be a specific reason why each is asked, and the principal should desire each to leave certain definite values with the young people. Outside assembly talent is not limited to addresses. It is possible to have artists in the field of drama or music. A school need not pay for its assemblies if they are planned sufficiently in advance.

Assemblies, partially with student participation and partially with adult participation, often prove the best. Such assemblies require careful planning. Whenever a school has an assembly of this type, an invitation should be given to parents and patrons to attend. When an outside speaker has a definite message, or students have prepared well for a public appearance, the adults of the community will profit from the program. Programs of this type should not be frequent. They are not the chief purpose of student assemblies. Grinnell says, "The assembly is the nursery of school spirit. When the assembly succeeds in reflecting the life of the school and is maintained by students at a high level of merit, these objectives will be served." The assembly committee should make use of clubs, organizations, and

<sup>6</sup>Grinnell, *op. cit.*, p. 281.

<sup>7</sup>Bolton, Cole, Jessup, *op. cit.*, p. 267.

<sup>8</sup>Grinnell, *op. cit.*, p. 282.



classes in building the yearly program. Not only will more students be encouraged to participate, but talent will be discovered.

#### Hold Down Length of Programs

The length of an assembly has a great deal to do with its effectiveness. When planning, it should be borne in mind that assemblies, no matter for what purpose, should be limited to one hour in length. When the assembly drags over one hour, the purpose is lost and the assembly becomes ineffective. Programs, as a rule, should be limited to 40 minutes. No hard and fast rule can be set up relative to the length of time for various assemblies. When an outstanding speaker is brought in, he should be instructed to limit his remarks to 30 minutes; preferably, he should be asked not to exceed 20 minutes. Somewhere between 20 and 30 minutes is a most effective time length for high school assemblies. This is particularly true with the so-called "pep assemblies." The longer the pep assemblies, the worse they are from the educational standpoint. A good, short, 20-minute pep meeting will accomplish far more than a long, tiresome, one-hour assembly.

In scheduling an assembly, thought should be given to the time of day when it is to be held. Certain hours are better than others. The first hour is not desirable, and certainly neither is the last. "A period near the middle of the morning appears most satisfactory; one in the late afternoon the least satisfactory." When assemblies are always scheduled for the same period, adjustments will have to be made so that no one period bears the burden. This can be done by shifting periods from one time schedule to another.

In rare cases it may be necessary for the principal to stop an assembly, which is too long or which is not in keeping with the ideals of the school. This is the most effective method of curbing student enthusiasm for exceeding time limits and for presenting or including things of questionable value.

It is the sincere belief of many educators that assembly conduct and the assembly program reflects the administrative ability and ingenuity of the school officers—especially the executive officer. The whole tone of a school is set by high assembly standards, and the entire tone of a school is reflected by assembly content and pupil conduct. If I were to judge a school and had only one hour in which to do so, I would wish to attend an assembly and judge pupil conduct and assembly performers. There is no better test in judging the tone of a school than to spend an hour in a school student assembly.

<sup>1</sup>Hamrin and Erickson, *Guidance in the Secondary Schools*, Appleton-Century, p. 189.

#### CONTINUOUS STANDARDIZATION OF SUPPLIES AND EQUIPMENT

(Concluded from page 30)

of these cards are typed from corrected standard lists before each revision. When the new lists are completed, the cards are filed as a record of changes made.

#### Preparation of Standard Order Forms

As soon as the work of co-ordination and simplification has been completed, current prices are entered, and the cards are re-sorted by activities. Printer's copy for the standard order form or requisition is typed from these cards. Canceled items which are to be carried on the list until stock is exhausted are marked with an asterisk.

The following statement at the bottom of each order form will be helpful: "Note: It is understood that an article of equal

quality may be substituted for any item described by trade name and number."

Standard lists should be formally adopted by the board of education before printing. Revisions may be adopted by approving a report of changes made.

#### Master Standard List

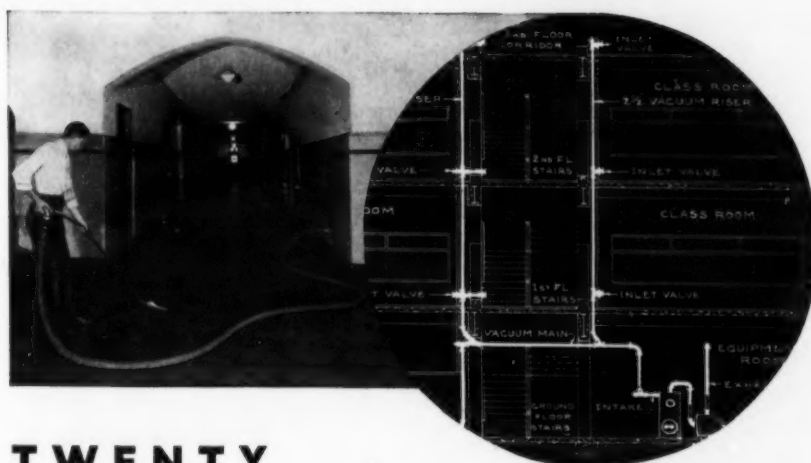
The standard activity cards are again sorted alphabetically, and 5 by 8-in. master cards are typed. The face of the master card bears the brief stock description, unit, stock number, price, and a list of the activities using the item. The back carries the buyer's specification.

Three sets of master cards will be required; one set each for the standardization office, the storekeeper, and the purchasing department.

Alphabetical lists for published catalogs of standard items are typed from the master cards. Code numbers are employed to denote the various activities.

#### Minor Revisions

Standardization is a *continuous* function. Minor changes in the lists are frequent, due to changing market conditions, new models, or the discovery of less expensive products which serve the purpose just as well. Many of these minor changes are reported by the purchasing department. As changes are approved, it is necessary to notify immediately the stock accounting section, the storekeeper, and the purchasing department. Schools are notified of changes prior to each regular order.



## TWENTY REASONS WHY SPENCER CLEANING FOR SCHOOLS

approved by leading architects and educators. High degree of cleanliness maintained. It protects health, equipment, decorations. It cleans quickly, quietly. Bare floors, linoleum composition or cement floors. Saves on cost of sweeping compounds, floor oils and wax. Makes rugs and carpets last longer. Cleans chalk trays, air filters and boiler tubes.

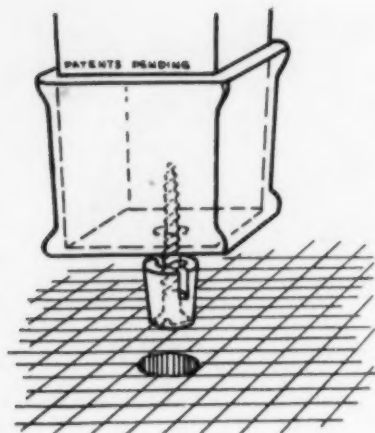
In use for a third of a century — lasts a lifetime.

ASK FOR THE NEW BOOKLET No. 121-R AND LIST OF  
MORE THAN 2500 SPENCER EQUIPPED SCHOOLS



**SPENCER** CENTRAL AND PORTABLE  
HARTFORD VACUUM CLEANING SYSTEMS  
THE SPENCER TURBINE COMPANY, HARTFORD, CONN.

S-207-D



## ● How to make school equipment last

You already know that the wise spending of school money is a feather in your cap . . . and that school equipment must be practical from every angle. But do you figure it this way—that the real test of equipment is how much it costs per year it is in use? Long life for school equipment means that it is designed and built right in the first place and that it holds up under punishing use.

That is why Walrus keeps inventing little improvements as plus-values to make its laboratory and vocational furniture last a long time. Recently a new acid-resisting wood finish has been perfected, to keep Walrus furniture clean and new-looking, in spite of practically any acid to which it may be exposed.

And the new type leg shoe (illustrated above) makes it possible to attach Walrus laboratory, vocational and library furniture to wood, marble, tile, cement, or terrazzo floors, or left free and loose from the floor—less wear and tear, any way you look at it. Clip coupon at right, and we'll send you a Walrus catalog. You owe it to yourself to investigate. We've been making the lines you need for forty years.

The Walrus catalog for 1941, please.

Name \_\_\_\_\_

School \_\_\_\_\_

City and State \_\_\_\_\_



### WALRUS MANUFACTURING CO., DECATUR, ILLINOIS

#### ADULT EDUCATION TO AID HOME DEFENSE

(Concluded from page 31)

created by panic-stricken women, terror-stricken children, or fear-crazed men? How many in *our* civilian population have had the training offered by adult schools or the American Red Cross in first aid? How many people can remain calm and collected while dressing a mangled hand, a bashed head, or a broken leg. Disciplining the general populace may be a job for the military forces, but there are plenty of gaps that the civilian training forces can start filling at once.

Vocational educators are familiar with defense training for industrial needs. As the tempo of war increases, they may be called upon to train additional thousands in the basic skills. One thing is certain; as yet, our vocational schools are not being used to full advantage in a "total war" or emergency situation. When every young boy, physically able to work, has had an opportunity to demonstrate his mechanical aptitude and capacity to work with his hands, then we will have started. Several thousand good machinists could be developed in a matter of months through this type of testing program; yet, we let them go into law, teaching, or salesmanship while we struggle four years to teach "a hard one" a trade.

When this war is over we will still be faced with the problem of adjusting sev-

eral thousand half-trained mechanics to the trades into which they have been hurriedly inducted. This may sound confusing to the uninitiated, but the trade-competent shop teacher understands the significance fully.

Beyond the point of finding the person with natural aptitudes for certain trades I shall not go because vocational men are familiar with their job of training workers for the defense industries. After establishing their training objectives<sup>1</sup> and strengthening their co-ordination programs,<sup>2</sup> outstanding end results have been met with in most quarters where good vocational training exists.

There are many possibilities in the co-operative effort of the military- and civilian-training agencies. In the type of warfare Hitler has rained upon Europe, the civilian population is sorely in need of the kind of training that could be offered by all competent training agencies skilled in human psychology. If "total defense" and "all-out aid" mean what the words imply, then vocational educators had better not rest upon their laurels, having trained a few thousand welders, machinists, and whatnots for industry's part in the preparation for war. America's civilian population is as unprepared for war today as it was the day I beat the bottom

out of my Mother's washtub that eventful November morning back in 1918; yet, in those days we had eaten corn bread; we had bootlegged sugar; we had seen a soldier with a leg off; and we had said good-bye to brothers, cousins, and friends. While we had not heard of an "all-out war," *experience* had given us some civilian training; and by comparison with the present, *we were prepared*.

#### COMING CONVENTIONS

November 4-5. Illinois Association of School Boards, at Peoria.

November 6. Iowa State School-Board Association, at Des Moines. Mrs. M. H. Brinker, Yale, secretary.

November 6-8. Illinois University-High-School Conference, at Urbana. A. W. Clevenger, Urbana, secretary.

November 6-8. Iowa State Teachers' Association, at Des Moines. Agnes Samuelson, Des Moines, secretary.

November 6-8. Wisconsin Education Association, at Milwaukee. O. H. Plenzke, Madison, secretary.

November 7-8. Kansas Teachers' Association, at Hays. C. O. Wright, Topeka, secretary.

November 13. Massachusetts Superintendents' Association, at Boston. B. J. Merriam, Framingham, secretary.

November 13-15. Annual Southern Conference on Audio-Visual Education, at Atlanta, Ga. W. S. Bell, Atlanta, Ga., secretary.

November 13-15. Arizona Education Council, at Phoenix. N. D. Pulliam, Phoenix, secretary.

November 18-21. Virginia Education Association, at Richmond. F. S. Chase, Richmond, secretary.

November 20-22. National Council of Teachers of English, at Atlanta, Ga. W. W. Hatfield, Chicago, secretary.

November 20-22. Texas Teachers' Association, at Houston. B. B. Cobb, Fort Worth, secretary.

November 20-22. National Council for the Social Studies, at Indianapolis, Ind.

December 3-6. Missouri Teachers' Association, at St. Louis. Everett Keith, Columbia, secretary.

December 26-29. Music Teachers National Association, at Minneapolis. D. M. Swarthout, Lawrence, secretary.

<sup>1</sup>"National Defense Training Objectives," *INDUSTRIAL ARTS AND VOCATIONAL EDUCATION*, p. 111, March, 1941.

<sup>2</sup>"Co-ordinating National Defense Training," *INDUSTRIAL ARTS AND VOCATIONAL EDUCATION*, p. 183, May, 1941.



For  
*Vivid*  
Presentations

Project  
Visual Teaching Material

ON  
A



(Reg. U. S. Pat. Off.)

**GLASS-BEADED  
SCREEN**



**The Da-Lite Challenger**

The most convenient of all portable screens. Simplified "all-in-one" construction makes it easily carried and quickly set up. It is the only screen with SQUARE tubing in both tripod and center support for perfect alignment of the screen surface.

Movies or stills have amazing brilliance and realism when projected on a Da-Lite Glass-Beaded Screen. Its surface is covered with millions of tiny glass beads and reflects maximum light without sparkle or glare. The Da-Lite Glass-Beaded Screen fabric is available in many types of mountings, including hanging screens, table models and the Challenger (shown here). All models are sturdily built and designed for simple and safe operation. Write for catalog!

**DA-LITE SCREEN COMPANY, INC.**

2711 N. Crawford Ave.

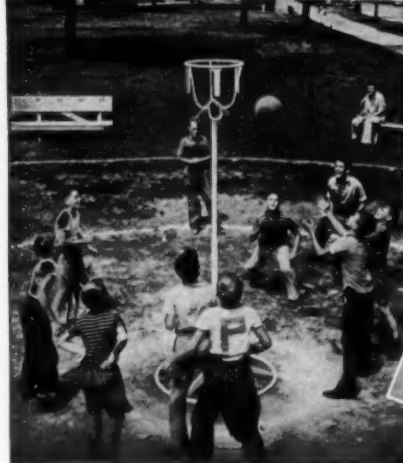
Dept. 11-ASBJ

Chicago, Ill.

# GOAL-HI

As Originally  
Developed by ...

**DR. FORREST C.  
"PHOG" ALLEN**  
Director of Physical  
Education and Varsity  
Basketball Coach  
University of Kansas  
Lawrence, Kansas



Fills a need in every school . . . Goal-Hi is a new year-round indoor and outdoor play-game for boys and girls of all ages . . . May be played by entire gym classes or playground groups . . . Official Rules Book by Dr. Allen . . . Same single piece of equipment may be used in the gym or on the playground . . . Unexcelled as a stimulating exercise and as a lead-up game to regular basketball . . . It costs little to play Goal-Hi.

WRITE FOR CATALOG

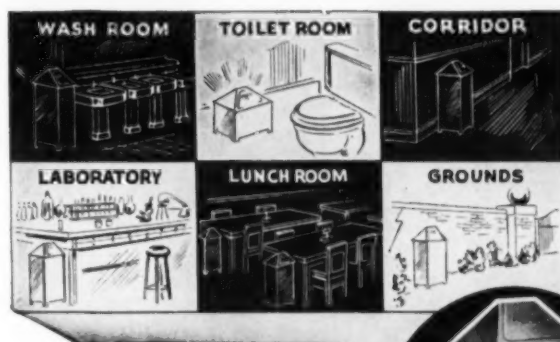
(Manufactured Under Exclusive License Agreement)

**FRED MEDART MANUFACTURING CO.**

3530 DeKalb St.

St. Louis, Mo.

Authorized Sales Representative in your Locality



**Wherever Waste  
Accumulates**

Search where you will — pay whatever price you like — you can't find more attractive Waste Receptacles than Solars. They are effective, too. They actually encourage people to "Deposit Waste Here." These good-looking, inviting containers hold all the litter and keep it out of sight.

Just as easy to use as open waste-baskets — yet closed at all times. Fire-proof and vermin-proof.



**Moderately Priced**

In spite of all the benefits which Solar Self-Closing Receptacles will bring to you, their cost is amazingly low and they soon pay for themselves in savings. For greater efficiency and economy, you should put a Solar at every point where waste accumulates.

Send TODAY for interesting free booklet and attractive prices.

**SOLAR-STURGES MFG. CO.**  
MELROSE PARK ILL.

## A NEW Teaching Tool... RECORDED LECTURES

Recorded Lectures, Inc., offers new, unduplicated educational aids on disc records. Here are the spoken words of today's keenest thinkers, augmented by important supplementary materials for all age levels. These transcriptions allow full flexibility as to time of use. They permit repetition and assure perfect reproduction. They make permanent the voices of history. Distributed exclusively by Bell & Howell Company.

**B&H Transcription Player →**

A two-speed, disc record turntable with amplifier and speaker which are interchangeable with Filmosounds (reducing sound film projector cost). Complete in two cases.

**B&H Filmosound "Utility"**

Presents both sound and silent 16 mm. films with finest sound and picture quality, in classroom and auditorium. Proved lastingly dependable in schools throughout the nation.



Send coupon for details

**"Film Utilization Digest"**

Guide to 1187 educational films. Indexed, priced, rated for age levels, correlated to subject matter areas, and evaluated by teachers as to technical quality and subject coverage.

Bell & Howell Co., Chicago; New York; Hollywood; Washington, D. C.; London. Est. 1907.

**BELL & HOWELL CO.**  
1814 Larchmont Ave.  
Chicago, Illinois

Please send details on: ( ) Transcriptions; ( ) Transcription Player; ( ) Filmosounds. Send ( ) copy of Film Utilization Digest; ( ) Filmosound Library Catalogs.

Name .....

School .....

Address .....

City.....State.....

PRECISION-MADE BY  
**BELL & HOWELL**



ASBJ 11-41

## VOGEL SCHOOL CLOSETS

### Are Money Savers

Vogel No. 10 School Closets in thousands of installations throughout the country have reduced maintenance costs, cut down overhead and practically eliminated repair bills.

Rugged construction, with fewer moving parts guarantees more efficient operation. A thorough, powerful flush on less than four gallons of water means further savings.

Furnished in two types: Vogel No. 10 (illustrated) Syphon action, vitreous china bowl, heavy bronze



and nicked brass hardware, enameled drum shaped pressure tank. Vogel No. 10-A, same specifications as No. 10 except for concealed pressure tank.

**JOSEPH A. VOGEL COMPANY**

Wilmington

Delaware

## RUNDLE-SPENCE

### SANITARY DRINKING FOUNTAINS

give them complete protection

Rundle Spence Drinking Fountains have the rare combination of beauty, symmetrical design, together with perfect mechanical operation, combining the most sanitary features. Fool-proof and constructed to last a lifetime, these Fountains in your school mean positive sanitary drinking and protection of the health of students.

Send today for the illustrated and detailed information covering our complete line of drinking fountains.



Sanitary Drinking  
Proof Against  
Contamination  
Automatic Pressure  
Stabilizer  
Squirt Proof  
Easy to Install  
Economical in Use  
Beauty in Design

**RUNDLE SPENCE MFG. CO.**

445 N. 4th Street

Milwaukee, Wisconsin

### Publications of Interest to School-Business Executives

#### Bus Facts for 1940

Paper, 63 pages. Compiled and published by the National Association of Motor Bus Operators, Washington, D. C.

This publication, which is in its fourteenth edition, reports facts and figures of the motor-bus industry for the year 1940 to 1941. Considerable information is offered regarding operating costs, tax costs, number and value of buses, miles of highway covered, and cost of gasoline, oil, and grease, cost of tires, maintenance and parts, insurance, and salaries and wages for employees. A census of school-bus operation is included.

#### Progress—Department of Buildings, School District of Pittsburgh, Pa.

Paper, 36 pages. Issued by the Department of Buildings, of the board of public education, Pittsburgh, Pa.

A progress report to the board of public education and the citizens of Pittsburgh, for the period 1911 to 1941, describing in work and picture the outstanding work of the building department of the city schools. Here are presented facts and photographs illustrating the great progress made by the board in the improvement of its physical plant, as well as a presentation of what remains to be done along these lines.

In succession, data are given pertinent to the operating department, the maintenance department, the architectural and engineering department, and the contract construction department.

The school improvement program for the period 1911 to 1940 lists 43 new buildings, 16 major additions to buildings, 6 buildings remodeled, making a total of 65 modern school plants, constructed at a total cost of \$41,565,237 for land and equipment. In addition, there are 14 further school buildings which can be satisfactorily modernized by remodeling.

#### An Improved System of State School Finance for New York State

Prepared by a Committee on State Aid of the Educational Conference Board of New York State. Paper, 104 pages. Published by the Committee, at Albany, N. Y.

The present bulletin represents a study of the report of the Golding Commission on State Aid for Education, which has resulted in a definite program for the revision of the school finance structure. The committee's recommendations, here outlined, are based solely on facts relating to the educational needs of New York State and the financing of those needs, and indicates a goal toward which New York State must strive if it is to guarantee a reasonably adequate educational opportunity for all its children. It is the opinion of the committee that steps should be taken immediately to bring about the readjustments suggested as a means of bringing the financing of education into better alignment with the present-day conditions.

#### The Economics of Public School Spending

By Arvid J. Burke. Paper, 34 pages. Published by the New York State Teachers' Association, Albany, N. Y.

In recent years educators have made considerable progress in determining the economic costs and contributions of public school spending. The study reveals that the public schools have provided direct vocational preparation for many of the most basic occupations in economy in this country. Most of the professions have noted the vocational value in a good deal of the general education provided in the public schools. It is conceded that public schooling has increased the productivity of all workers. Even the most unskilled laborer can make suggestions for improvement if public schooling has broadened his interests, understandings, and increased his confidence. It is pointed out that this country is entering an age when all labor will participate in the control of production through labor unions and political activities.

#### Legal Relations of Pupils and Parents to the Public Schools of Indiana

By Henry Lester Smith and R. Foster Scott. Paper, 72 pages. Price, 50 cents. Bureau of Cooperative Research and Field Service, Indiana University, Bloomington, Ind.

This is the second part of a study which takes up the legislative enactments and decisions of the Indiana courts relating to the legal relationships of parents and pupils to the school system.

The report takes up five aspects, namely: (1) the common law and statutory liability; (2) transfer and transportation of school children; (3) scholarships and other aids; (4) race segregation and equality of education; and (5) the church and the state system of public schools.

The pamphlet contains a table of cases involving the

relationships of pupils and patrons to the public school system.

#### United States Life Tables, 1930-1939

Prepared by Elbertine Foudray and Thomas N. E. Greville. Paper, 12 pages. Issued by the Bureau of the Census, U. S. Department of Commerce, Washington, D. C.

A set of preliminary life tables, prepared by the Bureau of the Census, and relating to the continental United States for the years 1930 through 1931. These tables trace the mortality trends for the white and non-white populations over the entire life period of 1930-39.

#### Inspected Fire Protection Equipment and Materials

Paper, 16 pages. Issued by the Underwriters' Laboratories, Inc., 207 East Ohio St., Chicago, Ill.

A list of inspected fire-protection equipment and materials, ranging from asbestos and building materials, to unit ventilators and window frames. Supplements December, 1940, list.

#### Modern Demountable Construction for School Buildings

By Alice Barrows. Paper, 26 pages. Circular No. 201, 1941, United States Office of Education, Washington, D. C.

This pamphlet has been prepared to record a solution of the problem of providing adequate schoolhousing facilities for children in periods of rapid shifts of population such as the one now facing many school systems in the country. The document presents one type of demountable pre-fabricated construction. This type of building can be erected quickly, is well built and safe from fire hazards, and will be found educationally adequate, and attractive in design.

#### College Publicity in the United States

By Benjamin Fine, Ph.D. Cloth, 178 pages. Price, \$2.35. Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

Beginning with a discussion of the nature of college publicity and its relation to the college program, the history and nature of college publicity in the United States is outlined. The author then describes the objectives of college publicity, existing organizations, current practices and techniques, and its social implications. For the benefit of directors and administrators standards and techniques for improving publicity programs are offered.

#### Projecting Motion Pictures in the Classroom

By Francis W. Noel. Paper, 53 pages. Bulletin No. 5, Series II, December, 1940. American Council on Education, Washington, D. C.

This handbook is valuable for school authorities who are responsible for the supervision and administration of visual-education programs.



# SCHOOL FLOORS ARE IN A CLASS BY THEMSELVES

THEY have to be. Few floors are called upon to bear the brunt of such constant traffic . . . few floors have to give the long, trouble-free service that a school floor must give. These are the qualities that school boards (and school budgets) demand of a floor. And they get them in Armstrong's Linoleum . . . for durability is built into every yard of this famous smooth surface flooring.

But Armstrong's Linoleum is famous on many other counts. Not only does it give years of wear, but years of beauty, too. The wide selection of patterns, the complete range of colors, the adaptability of this flooring to virtually any school interior . . . these are but a few of the other reasons why its use in schools is so widespread.

Maintenance, an important consideration in every school, is minimized with Armstrong's Linoleum. Sweeping, plus occasional washing and waxing, is all the cleaning care needed. Costly refinishing is never necessary. In addition, this flooring's resilience assures comfort and quiet underfoot at all times.

We'll be glad to send you full facts about Armstrong's Linoleum for your school. Just write for your helpful, color-illustrated copy of *Better Floors* to Armstrong Cork Company, Floor Division, 1208 State Street, Lancaster, Pennsylvania.



## ARMSTRONG'S FLOORS LINOLEUM

Rubber Tile - Linotile (Oil-Bonded) - Asphalt Tile - Cork Tile - Linowall Wall Covering



CLEANLINESS AND BEAUTY go hand in hand in this smart dining room at the Kenmore High School, Buffalo, N. Y. The colorful, easy-to-clean floor of Armstrong's Linoleum is particularly attractive and utilitarian. Field is composed of Marbelle Linoleum in sienna and warm yellow colorings set off by a contrasting border of Plain Chocolate Linoleum No. 46.

## THE SCHOOL BOARD MEMBER LOOKS AT STATISTICS—IV

(Concluded from page 47)

volumes for representing quantities leads to serious danger of misinterpretation. However, when it is desired to emphasize the pictorial nature of the method, and when merely general comparisons are sufficient, the use of a

SCHOOL A	SCHOOL B

Fig. 6-B.

line of pictures may be a very efficient method to employ. When quantities to be compared are the component parts of a whole, the use of a circle—the so-called "pie" graph—with sectors cut off by angles proportional to the quantities, may often be more satisfactory than any other procedure.

So far only very simple illustrations have been used, namely the comparison of just two quantities. Naturally, the methods described above are also applicable to the comparison of more than two quantities—just where the limit of useful representation may lie is still a matter of some dispute. There also remains for consideration the use of graphs to represent data which vary according to some point of reference, such as time; or which vary according to some general mathematical law. These further applications of the graphical method will next be considered.

## SHE ALSO SERVES

(Concluded from page 50)

faithful service on the firing line than the superintendent's widow? When he has succumbed to the weak heart and stomach ulcers that he earned on the job, and has gone to his honored grave long before his contributions to the retirement fund have been paid back, I propose making her the full beneficiary of the state's contribution thereto to the end of her days.

A personal benefit I would gain from such a law would be a salving of conscience. It really bothers me a bit when I call her from a nap on a hot August day to locate her wandering spouse. She is so kind and patient about it. I'd like to feel that somewhere, sometime, she can look forward to the day when she can hear the telephone jangle, and calmly murmur to herself, "Let the damned thing ring!"

## PERSONAL NEWS

• The Board of Regents of the University of the State of New York has recommended that Dr. Ernest E. Cole be permitted to remain as Commissioner of Education until June 30, 1942. On July 1, 1942, he will be succeeded by Dr. George D. Stoddard, at present dean of the Graduate College of the University of Iowa. Dr. Cole is eligible for retirement upon reaching the age of 70 on November 18 next.

Dr. Stoddard, a graduate of the Pennsylvania State College, holds the degree of bachelor of arts, given by that institution, and the degree of doctor of philosophy given by the University of Iowa in 1925. He is considered one of the foremost authorities in the field of child development in the United States and enjoys a distinguished career in education.

• Mr. ALBERT D. GRAVES, formerly superintendent of schools at San Bernardino, Calif., has recently become deputy superintendent of schools at San Francisco. He succeeds John G. McGlade, who retired on July 1.

• OTTO J. SCHMAELZLE, formerly vice-principal of the Balboa High School, in San Francisco, Calif., has assumed the position of director of counseling and guidance.

• Miss MARIE FATH has accepted a position as head of the English department in the high school, at Wildwood, N. J. Miss Fath was graduated from Mount St. Joseph's College, and completed her graduate work at Rutgers University.

• MAHLON A. POVENMIRE, of Coshocton, Ohio, has taken over the superintendency at Galion. He succeeds Orville E. Hill, who has become a member of the faculty of the State Education Department.

• The school board at Macon, Ga., has reorganized with WALLACE MILLER as president; JOSEPH N. NEEL as vice-president; W. T. MORGAN as secretary; and A. R. WILLINGHAM as treasurer.

• JOHN FARRAR has been elected president of the school board at Scarborough, N. Y.

• RALPH H. McDONALD has been elected president of the school board at Bardolph, Ill.

• J. L. HINDMAN has been appointed business manager for the board of education at Chattanooga, Tenn. He was formerly principal of the Avondale elementary school.

• The school board at Port Washington, Wis., has reorganized with DOUGLAS BOSTWICK as president; JOSEPH SCHOWALTER as vice-president; and FRANK KOENEN as secretary.

• T. B. MCKINNEY has been elected president of the school board of Sault Ste. Marie, Mich., for a third term. ROY A. PETERSON has been re-elected as treasurer.

• TAYLOR LOWEY has been elected president of the school board at Winchester, Ky. Other members of the board are MARCUS FOX, J. H. BUSH, and GEORGE SHEPHERD.

• The school board at Tomahawk, Wis., has reorganized with DR. G. R. BAKER as president; R. O. WHIPPLE as vice-president; LILLIAN ZEITELHACK as secretary.

• The school board at Green Bay, Wis., has re-elected E. J. ARVEY as president; HARRY ANDERSON as vice-president; and MISS EDITH PETERSON as secretary.

• KARL K. MORRIS, treasurer of the school board of Cleveland, Ohio, since 1936, has announced his retirement, to take effect on January 1, 1942.

## After The Meeting

### A SUPERINTENDENT'S PHILOSOPHY

Be careful about the curriculum you pursue. It takes a smart fish to tell the difference between good food and bait, but any fish can tell the difference after he has eaten it.

The school must supplement the apparent barrenness of modern home training or fail.

The principal is the shock absorber between the teachers and the superintendent. The superintendent is the shock absorber between the principals and the school board. The school board is the shock absorber between the superintendent and the community.

Keep pupils busy and they will be easy to control.

Stimulate rather than stifle wholesome curiosity and initiative—group work must not eliminate individualism—education must, after all, be achieved and not bestowed.

If all pupils were thoroughly capable of properly selecting their courses, they would be capable of securing an education without the handicap of a school.

Every curriculum should have individuality comparable to the community which it serves.

No pupil is truly graduated unless he is graduated into a job.—*R. W. Hamilton.*

### A Wonderful Machine!

The teacher of mechanics had grown tired of the talk of the others. So, when there was a lull in the conversation, he began:

"This morning I went over to see a new machine we've got at our place, and it's astonishing how it works."

"And how does it work?" asked one.

"Well," was the reply, "by means of a pedal attachment a fulcrum lever converts a vertical reciprocal motion into a circular movement. The principal part of the machine is a huge disk that revolves in a vertical plane. Power is applied through the axis of the disk, and work is done on the periphery, where the hardest steel by mere impact may be reduced to any shape."

"What is this wonderful machine?" chorused the crowd.

"A grindstone."—*London Tidbits.*

### Would He Ever Be Conscious?

Mr. Charles F. Dienst, superintendent of schools, Boise, Idaho, tells a story that in a seventh-grade examination in physiology and hygiene this question appeared, "Describe the method of reviving a person who has apparently drowned." The answer leaves some doubt relative to whether or not a hot drink ever would be needed. It follows:

"If I found a drowned person I would unbutton his clothes to give him air, then I would roll him on his stomach, then push in on his stomach to get the water out of his lungs, then wrap him in a warm blanket. After he gained consciousness I would give him some hot drink."



### Vocational Guidance

"I hear your son is to be a dentist. You said recently that he was to be an ear specialist."

"Yes, he wanted to be, but I persuaded him that a man has 32 teeth and only two ears."

## School Buyers' News

### New Ampro Catalog of Motion-Picture Projectors

The Ampro Corporation, 2839 North Western Ave., Chicago, Ill., has announced its new 16-page catalog, describing its full line of 8 and 16mm. silent and sound motion-picture projectors for school use.

A complete check chart has been prepared, which will be found useful to those interested in motion-picture equipment. A copy may be obtained by writing to the Ampro Corporation, at 2839 North Western Ave., Chicago, Ill.

### Announce New Erpi Films

Erpi Classroom Films, Inc., Long Island City, N. Y., has announced two new motion-picture films for classroom use.

The first is a historical film entitled, "Kentucky Pioneers," which tells of the early pioneering movement into the Kentucky territory. It depicts travel along the Wilderness Road, the role of the frontier forts, and the settlers' establishment of new homes. It is valuable for classes in social studies, American history, arts and crafts, and economics.

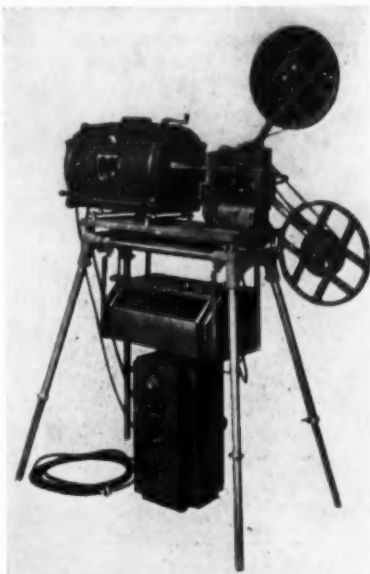
The second film entitled "Westward Movement," tells the story of the westward movement from 1790 to 1890, and offers significant aspects of history in motion-picture form. It is valuable for use in such classes as social studies, American history, geography, sociology, and economics.

Both films are 16mm. and sell at \$50 each, delivered.

### Victor Arc Lamp Projector

A new Victor arc projector unit, designed especially for use with the strong high-intensity 16mm. reflector arc lamp, has just been announced by the Victor Animatograph Corporation, Davenport, Iowa.

This new Model E, 16mm. projector, has been designed for heavy-duty service and to fill a demand for a projector that will insure brilliance



New Victor Arc Lamp Projector.

of screen images in large auditoriums and outdoor areas. In its construction, all of the fine features have been retained which have so universally popularized Victor projectors in the past. The complete unit comprises a projector, a sound unit, an amplifier, two speakers, an arc lamp, a rectifier, and a projector stand.

Complete information, together with specifications and prices, may be obtained by writing to the Victor Animatograph Company at Davenport, Iowa.

### Announce Western Electric Audiphones

The Western Electric Company, 195 Broadway, New York City, has issued a 24-page booklet, describing its new vacuum-tube and carbon types of audiphones for the hard-of-hearing.

The Ortho-Tronic vacuum-tube audiphone provides under every condition the maximum of hearing pleasure. High sensitivity, uniform control of tone and volume, make it effective for hearing near by or at a distance.

The Ortho-Technic carbon audiphone employs a happy combination of compactness, reliability, economy, and performance. In design and construction it is made to withstand the strain of all-round wear, it transmits sound from every direction, and loudness of tone is regulated by means of a volume control.

### New Catalog of Automatic-Adjustable Stools and Chairs

The Metal Division of the Kewaunee Mfg. Co., Adrian, Mich., has just issued an 8-page, illustrated catalog, describing its line of metal stools and chairs of the adjustable type.

These stools and chairs, which are adjustable to any desired height, have no bolts, nuts, or screws to bother with, and there is no tipping to make adjustments.

The patented automatic locking device works on the same principle as the bicycle coaster brake; when pressure is applied it locks. To increase the height of a stool or chair, it is only necessary to lift the seat as far as desired, then stop.

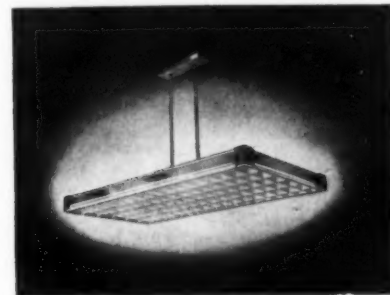
The lock will withstand many times any load or strain that may be put on it in practical use. There are no springs or ratchets to wear and get out of order. The construction is simple and maintenance costs are entirely eliminated.

Complete information is available upon request.

### New Ace Lighting Unit

The F. W. Wakefield Brass Co., of Vermilion, Ohio, has announced its new Ace lighting unit, which is designed to insure a large downward component of light from the unit and some illumination of the ceiling area.

The unit is of pleasing appearance, being constructed of satin cadmium and baked-white enamel finish. A narrow section directly above each lamp is open to allow the light to be used for ceiling illumination. This light would be wasted by reflection back into the lamp because



New Wakefield Ace Lighting Unit.

of the opacity of the phosphors within the lamp. The important reflecting areas face downward and assure low maintenance costs. Adequate louvers are utilized to prevent the downward view of lamps. Easy lamp replacement is permitted by a device for lowering the hinged louvers.

The unit insures low maintenance cost, allows easy replacement, and eliminates bulky appearance.

Complete information and prices may be obtained by writing to the Wakefield Company, at Vermilion, Ohio.

### New South Bend Lathe Catalog

A new condensed catalog of eight pages, describing the entire line of South Bend lathes, has just been issued by the South Bend Lathe Works, South Bend, Ind.



## SCHOOL-BUILDING CONSTRUCTION

Dodge reports that during the month of September, contracts were let for 277 educational buildings having a floor area of 1,394,000 sq. ft., and a valuation of \$8,220,000.

In 11 states west of the Rockies, contracts were let in September, for 14 new buildings, costing \$405,938. A total of 97 projects were reported in preliminary stages, at an estimated cost of \$13,358,508.

## DEFENSE PUBLIC WORKS PROJECTS

The Federal Works Agency, during the month of September, approved a total of 68 public school projects, involving a total of \$20,583,270. Among the states which have been allotted large amounts, are the following:

California .....	\$6,976,378
Indiana .....	1,510,044
New York .....	1,112,497
Texas .....	1,343,650
Virginia .....	1,968,497
Washington .....	3,268,400
Michigan .....	572,086
Mississippi .....	576,858
South Carolina .....	992,410

During the month of October, up to and including October 8, a total of 20 projects were approved, with a total of \$1,851,675 allotted.

## SCHOOL BONDS

During the month of September, school bonds were sold in the amount of \$2,485,270. The average interest rate was 2.08 per cent.

During September, tax-anticipation notes and other short-term paper were sold, in the amount of \$5,670,430. Sales of \$4,571,000 were reported from Iowa.

## McPHERSON HIGH SCHOOL, McPHERSON, KANSAS

## Construction and Equipment

Exterior, face brick and cut stone.  
Roof construction, composition.  
Windows, steel.  
Floors: corridor, asphalt tile; stairs, terrazzo; classroom, linoleum, *Congoleum-Nairn*; auditorium, cement with

linoleum aisles; gymnasium, maple; toilet rooms, terrazzo.

Acoustical materials, *Acousti-Celotex*.

Unit ventilators, *Herman Nelson*.

Air filters, *Herman Nelson*.

Temperature control, *Minneapolis-Honeywell*.

Program clocks, *International*.

Radio and broadcasting system, *RCA*.

Flush valves, *Sloan*.

Blackboards, slate.

Lockers, *Medart*.

Gymnasium equipment, *Medart*.

Pupils' desks, *National School Equipment Co.*

Auditorium seating, *National School Equipment Co.*

Laboratory furniture, *Hamilton Mfg. Co.*

## HIGH SCHOOL, BOSSIER, LOUISIANA

## Construction and Equipment

Exterior, face brick, terra cotta, and cut stone.

Roof construction, *Johns Manville*.

Windows, metal.

Insulation, *Thermax* and *Celotex*.

Floors: classroom, wood block; auditorium, *Johns Manville* asphalt tile.

Floor treatment, *L. Sonneborn and Sons*.

Acoustical materials, *Acousti-Celotex* and *Thermax*.

Heating, steam central system.

Temperature control, *Johnson Service*.

Program clocks, *Standard Electric Time*.

Tower clock, *Standard Electric Time*.

Fire-alarm system, *Standard Electric Time*.

Radio and broadcasting system, *RCA*.

Flush valves, *Sloan*.

Blackboards, slate, *S. H. Hamm Co.*

Gymnasium equipment, *Medart Mfg. Co.*

Office furniture, *American Seating Co.*

Pupils' desks and tablet-arm chairs, *Standard School Equipment Co.*

Folding chairs, *American Seating Co.*

Motion-picture machine, *Victor Animatograph Corp.*

Laboratory furniture, *Leonard Peterson Co.*

Shop equipment, woodworking machinery, *Oliver Machinery Co., J. D. Wallace Co., Delta Mfg. Co., Skilsaw*.

## NEWS OF OFFICIALS

• The school board at Milford, Conn., has reorganized with JUDGE OMAR W. PLATT as president. THOMAS A. LUCAS is the newly elected member of the board.

• JOHN A. FLEISCHLI, formerly vice-president of the St. Louis board of education, and a leader in the reform movement in the school system last year, has been elected president of the board. Mr. Fleischli was appointed to the board in 1937, and was elected to a six-year term two

years later. He is a graduate of the River Forest Normal School, in Chicago, and was for some years a teacher and principal in the Concordia Lutheran School in Maplewood, Mo.

• The school board at Coleraine, Minn., has reorganized with WILLIAM WALBURN as president; A. N. WOLD as clerk; and LEO L. NURMI as treasurer.

• The board of education at Michigan City, Ind., has reorganized with JOHN C. FENDT as president; Mrs. RUTH RYDEY as secretary; and WALLACE C. SMITH as treasurer.

• JOHN J. MURRAY has been elected president of the school board at Long Beach, N. Y.

• The school board of Walnut, Kans., has reorganized with W. A. GREEN as president; W. E. ARCHER as secretary; and D. E. WELTY as treasurer.

• Mrs. MARION J. SCHUMANN has been appointed a member of the board of education at Wildwood, N. J. Mrs. Schumann succeeds the late Mrs. Thomas J. Holmes. She has been a resident of the city for 21 years and conducts a store in the business section.

• MELVIN LUBBERS, of Grand Rapids, Mich., has taken over the superintendency at Zeeland. He succeeds M. B. Rogers.

• ROY B. FISHER, superintendent of schools at Corpus Christi, Tex., and a well-known educator, died in a hospital on October 15, following a week's illness of pneumonia. Mr. Fisher, who had been a resident of Pampa, went to Corpus Christi in January, 1938. He was superintendent at Pampa for 10 years before going to Corpus Christi.

• MR. VICTOR H. KOCH, secretary of the school board at Highland, Ill., died at his home on September 15, after several months' illness. Mr. Koch, who was graduated from the Highland High School in 1921, completed a course at the College of Commerce of the University of Illinois, was graduated in 1925. Following his graduation, he held several important positions in the business world, and was district manager of a local life-insurance company. He had been a member of the board for several years, and served as secretary following the death of the former incumbent.

## MR. SCHERER ENTERS THE SERVICE

Mr. Francis R. Scherer, superintendent of buildings for the board of education at Rochester, N. Y., has been called for active duty with the engineering branch of the Construction Division of the Quartermaster Corps. He was formerly a reserve officer with the rank of lieutenant-colonel in the Ordnance Division of the U. S. Army. Mr. Scherer has been with the board since 1922 and had held successively a number of important positions in the department of buildings. Col. Scherer becomes chief of the Plant Group, Quartermasters Corps, with offices at Washington.

## ADVERTISERS' INDEX

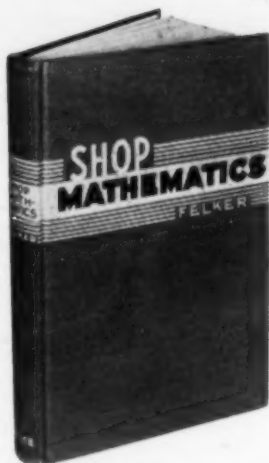
Acme Chair Company .....	79	Holmes Projector Company .....	71	Porter Corporation, J. E. ....	80
American Chain & Cable Company ..	4	Huntington Laboratories, Inc. ....	65	Premier Engraving Company .....	80
American Seating Company ..4th cover		Johnson Service Company .....	7	Professional Directory .....	74
Armstrong Cork Company ....67 & 81		Kewanee Boiler Corp. ....	6	RCA Manufacturing Co., Inc. ....	53
Bell and Howell .....	77	Kewaunee Mfg. Company .....	58	Rundle-Spence Mfg. Co. ....	78
Binney & Smith .....	62	Maple Flooring Manufacturers		Schermerhorn Teachers Agency ...	80
Blackboard Resurfacing, Inc. ....	71	.....2nd cover		Sheldon & Company, E. H. ....	71
Bruce Publishing Company, The		Medart Mfg. Company, Fred ..72 & 77		Skilsaw, Inc. ....	79
.....79 & 84		Miller Keyless Lock Co., J. B. ....	80	Sloan Valve Company .....	2 & 3
Burroughs Adding Machine Co. ....	61	Mitchell Manufacturing Co. ....	80	Solar-Sturges Mfg. Co. ....	77
Chicago Hardware Foundry Co. ....	64	Monroe Calculating Machine Co.,		Spencer Turbine Company .....	75
Christiansen Co., The .....	80	Inc. ....	51	Standard Electric Time Co. ....	68
Colgate-Palmolive-Peet Co. ....	55	Murdock Mfg. & Supply Co., The ..	72	Taylor Company, Halsey W. ....	67
Da-Lite Screen Co., Inc. ....	77	National School Supplies & Equip.		Underwood Elliott Fisher Co. ....	59
Detroit Steel Products Co. ....	57	Assn. ....	10	Universal Bleacher Company .....	71
Dick Company, A. B. ....	14	Nelson Corp., Herman .....	1	Universal Scenic Studios, Inc. ....	80
Draper Shade Company, Luther O. ..	8	Nesbitt, Inc., John J. ....	12	Vestal Chemical Company .....	73
Electric Vacuum Cleaner Co., Inc. ..	67	Page Fence Association, Div. Amer-		Vogel Company, Joseph A. ....	78
Evans Company, W. L. ....	8	ican Chain & Cable Co. ....	73	Vonnegut Hardware Co. ....	11
Finnell System, Inc. ....	9	Peabody Seating Company .....	63	Wakefield Brass Co., The F. W. ....	56
Goodyear Tire & Rubber Co., The ..	5	Peterson & Co., Leonard .....	73	Walrus Mfg. Company .....	76
Heywood-Wakefield Company .....	69	Pittsburgh-Des Moines-Steel Co.		Wood Conversion Company .....	8
Hillyard Chemical Company .....	70	.....3rd cover			
Holden Patent Book Cover Co. ....	79				

## More Functional Math Texts

which fit the needs of the pupil

### SHOP MATHEMATICS

By C. A. Felker



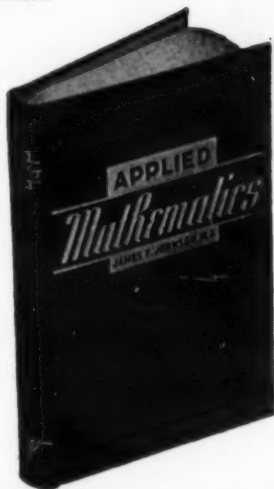
A specialized and advanced course in the practical application of mathematics for the student who has decided to become a machinist or tool-maker. Correlated with shop mathematics to assist the instructor in pointing out the application of the abundant drill problems and illustrative examples. \$2.20

### APPLIED MATHEMATICS

(For Boys)

By James F. Johnson

Every boy who plans to leave high school for the industries before or after graduation should have a course based on this text because it teaches him the application of elementary mathematics to everyday problems in industrial activities, manufacturing, and trade work. \$1.60



### APPLIED MATHEMATICS

FOR GIRLS

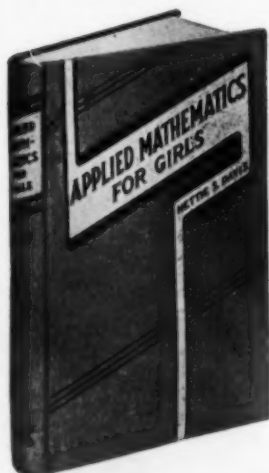
By Nettie Stewart Davis

The basic fundamentals in mathematics for girls applied to practical problems relative to the various trades open to women and to homemaking. \$1.40

Send for copies for thirty days' study

**THE BRUCE PUBLISHING COMPANY**

Milwaukee, Wis.  
811 Montgomery Bldg.



## THE 1942 SHOP ANNUAL NUMBER

*of Industrial Arts and  
Vocational Education*

The authoritative source of information and guidance in organizing, planning, and equipping school shops

READY . . . FEBRUARY 15, 1942

The SHOP ANNUAL NUMBER summarizes the periodic progress in the field of industrial arts and vocational education, emphasizes the new developments ahead, presents through actual shop layouts and equipment lists, the best methods of accomplishment in the school shop field. The service of the SCHOOL SHOP ANNUAL NUMBER (regular March issue) of INDUSTRIAL ARTS AND VOCATIONAL EDUCATION is

1. It renders a comprehensive service promoting the introduction, progress, and expansion of industrial arts and vocational education.
2. It provides an authoritative source of information and guidance in organizing, planning, and equipping school shops.

Single Copies \$1.00—Yearly Subscription, including Shop Annual Number, \$2.50

## INDUSTRIAL ARTS *and* VOCATIONAL EDUCATION

**THE BRUCE PUBLISHING COMPANY, Publishers**

114 Montgomery Bldg., Milwaukee, Wisconsin

New York

Chicago

Los Angeles